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ABSTRACT

A combined teacher's manual and learner's manual for one of the Mande languages of Liberia presents materials for about 300 hours of study and is the equivalent of a first-year college language course. The basic text introduces all of the syntactic constructions of Kpelle that learners are likely to encounter in the language, and introduces 1,000 vocabulary items in the most common usage. Each of the lessons has three sections: texts and vocabulary, grammatical and cultural information, and exercises with suggestions for independent study. The text section includes monologues and dialogues, with an English paraphrase. The section on grammar and culture gives explanations of Kpelle grammatical forms and cultural facts. The exercise section uses the material just presented, sometimes including picture illustrations. The independent study suggestions are directed to learners living in a Kpelle speaking area, and take the learning situation out of the classroom into the community. The lessons have these topics: instructions and commands, greetings, personal information, foods, numbers and bargaining, feelings and states of being, visiting, weather, Liberian geography, counting and arithmetic, daily tasks, clothes and crafts, health, and agriculture. A review lesson is provided after each four lessons, and the final lesson contains brief readings on a variety of topics related to the previous lessons. A list of Kpelle reading materials is appended. (MSE)

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# A Learner Directed Approach to

# KPELLE

by Sharon V. Thach
with G. Shadrich Woah-tee
and Moses G. T. Quimbeei

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# A Learner Directed Approach to

# KPELLE

A HANDBOOK ON COMMUNICATION AND CULTURE

WITH DIALOGS, TEXTS, CULTURAL NOTES,

EXERCISES, DRILLS AND INSTRUCTIONS

by

**Sharon V. Thach**

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**and Moses G. T. Quimbeei**

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MICHIGAN STATE UNIVERSITY

1981

# INTRODUCTION

## 1. How To Use This Book.

This book is designed as a combined teacher's manual learner's manual and as such can be used either in a classroom or self-study situation. In addition to the detailed instructions for learning the information presented in each lesson, there is a companion volume designed specifically for learners entitled: An Introduction to the Study of the Mande Languages of Liberia. This book contains chapters dealing with the nature of these languages, their history, their special phonetic properties, how to study and how to use a tutor as well as a reference grammar dictionary of Kpelle. It is recommended that this volume be referred to periodically for inspiration on new ways to use the lesson materials.

## 2. The Goal Of the Book.

The material presented in this book represents about 300 hours of study and is the equivalent of a first year college language course. This basic text introduces all of the syntactic constrictions of Kpelle that learners are likely to encounter in their study of the language. In addition, the text introduces around 1,000 vocabulary items representing the most common usage. When properly used, this text should provide learners not only with a Foreign Service Institute speaking proficiency of "2" but a basic knowledge of the language which can be enhanced to higher levels of proficiency by the addition of a larger vocabulary and greater experience. Suggestions for additional study are provided in the text.

## 3. The Plan Of the Text.

Each lesson has three sections (1) texts and vocabulary, (2) grammatical and cultural information, and (3) exercises with suggestions for self-study. The materials in Kpelle are written in the system divised by William Wilmers for the Literacy Center of the Lutheran Church in Totota. This enables learners to use tutors familiar with the system (there are a number trained in or acquainted with it) and to use the existing materials availiable from Totata to continue their study.

Texts: This section contains both monologs and dialogs along with an English paraphrase. The text represents our emphasis on the importance of the learning of the receptive skills of listening (and reading). In the beginning lessons, detailed instructions have been given explaining how these texts are to be used.

The monologs serve several purposes: one is to develop receptive skills, another is to increase vocabulary, and a third is to acquire information about the society in which Kpelle is spoken. The texts presented in this book cover a wide range of cultural information from health care and housebuilding to agriculture and cooking. In addition to providing cultural information, these monologs and dialogs are also geared toward providing specific FSI level one and two skills. (For more information on FSI skills see the Learner's Introduction to the Mande Languages).

Grammar, exercises, and cultural notes: In this section, explanations of both Kpelle linguistic and cultural items are given. The grammatical explanations are designed so that an intelligent but linguistically unsophisticated learner will understand. Where relevant, Kpelle is compared with English, the learners' native language, to make explicit the nature of the linguistic differences. In this book, all major syntactical constructions of Kpelle are introduced. The grammatical explanations are followed by exercises designed to familiarize the learner with the grammatical concept in context. In an effort to make the exercises more meaningful, a large number of picture blocks have been included. These pictures can be used not only with the immediate drill, but with others as well.

Cultural Notes: As mentioned above, cultural information has been included in the monologs (text section). In addition to this information, explanatory notes are offered which pertain to the texts or other aspects of Kpelle culture not dealt with directly in the text and which are particularly directed toward those new to Liberia or in another country.

Suggestions for self-study: This section is directed toward the learner who is actually living in a Kpelle speaking area as it contains instructions and suggestions for how the learner can carry the learning situation out of the classroom and into the community. Other non-classroom type activities, homework, written exercises and vocabulary develop-

ment also have been suggested to the learner. It places responsibility for planning and organizing study on the learner. This provides an opportunity to design the course of study most suitable to the student.

4. Supplemental Materials.

An experienced language teacher is rarely satisfied with any language textbook, even if he/she happened to author it. Usually a teacher will augment a primary text with supplemental material drawn from other textbooks, depending on the personal preferences of the teacher and learner needs.

This being true, it is clear that the learner ought to be aware of other material that is available for the study of Kpelle.

Most important is the book Spoken Kpelle available from the Literacy Center in Totota. This book is particularly useful for the emphasis on phonology and the numerous short dialogues with additional vocabulary, phrases, and cultural insight. A number of other materials are available from the Center (see Lesson 21).

Of less value is Peace Corps' Basic Kpelle. It does not provide extensive dialogs or texts; most of what the book contains are extensive listings of drills with little vocabulary and several grammatical errors. Nevertheless, the book is useful as a source for additional drills and suggestions about how to study.

5. Dialects.

Kpelle has several dialects. As any Kpelle speaker will tell you, the Kpelle spoken in Totota is different from the Kpelle of Gbarnga and again from that of Guinea. This book was written (as requested) using the Gbarnga variety of Kpelle. Therefore learners using this book in other areas may find occasional differences, in word choices, pronunciation, and syntax. Some of these are indicated in the text (alternate words, major pronunciation differences). When such differences are encountered, the learner should follow the preferences of the tutor and write the recommended changes in the book. This approach will develop confidence in your tutor and help insure your learning the variety of Kpelle used in your area.

6. Acknowledgements.

It would be impossible for us to acknowledge the various individuals who helped to make this project possible. G. Shadrich Woah-tee and Moses G. T. Quimbeei contributed much of their time during the months of June, July, and August of 1980 always improving the materials they were given to work with and making useful suggestions. I should also mention the friendliness and warmth of Mary Kerkula, James Flomo and Kylken Makwi. Many thanks to the Peace Corps volunteers Debbie Armbruster, Jolene Ganz and Michelle Crotty, who provided information about what kinds of materials Peace Corps volunteers needed and made our stay most pleasant and enjoyable. There are, of course, many who remain unmentioned but not unappreciated.

7. This book was prepared in partial fulfillment of a contract with the United States Peace Corps for the upgrading of Liberian language learning materials.

A LEARNER-DIRECTED APPROACH

TO KPELLE

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THE SOUNDS OF KPELLE

You will understand and pronounce Kpelle better if you begin your study with the Introduction to Liberian Languages. This section provides an introduction to hearing and producing the sounds of Kpelle. You will find it helpful to review this lesson periodically throughout your study.

To speak Kpelle well, you must first learn to hear it. Many times you will think you are hearing - and even speaking - correctly, only to find that you are mistaken. Try to practice the drills in this lesson until you are fairly proficient, then the rest of the lessons will be easier and you will learn faster.

The Alphabet

The sounds of Kpelle are represented by the following alphabet. Examples of words containing each sound are given. Have your tutor pronounce them for you. (You may want to tape these at the end of the session so that you can listen to them as you have time.) Be careful - do not expect the letters to represent the same sounds as they do in English. The two-letter combinations like /gb/ and /kp/ represent single sounds.

| Sound | Examples | | Notes |
|---|---|---|---|
| /a/ | ɓala | 'sheep' | similar to /a/ in 'mama' |
| | namu | 'fight' | |
| | sále | 'medicine' | |
| /ã/ | fãa | 'wind' | strongly nasal |
| | sãa | 'honest' | |
| /b/ | bɛ̀rɛ | 'trousers' | some speakers do not distinguish |
| | bɔ̂ki | 'bucket' | this sound from /ɓ/ |
| | bàla | 'bush dog' | |
| /ɓ/ | ɓá | 'rice (cooked)' | |
| | ɓéla | 'split' | |
| | ɓó | 'open' | |
| | sɔ́ɓɔ | 'groundhog' | |

| Sound | Examples | | Notes |
|---|---|---|---|
| /d/ | da | 'and' | |
| | Dɛniŋ | 'April' | |
| | Dukɔ̂ɔ | 'Monrovia' | |
| /e/ | de | 'river' | this is not like English sound /ay/ |
| | nêne | 'which' | in 'say' - listen carefully |
| | pene | 'turn' | |
| /ĕ/ | kpĕla | 'water deer' | |
| /ɛ/ | lɛlɛ | 'good' | |
| | mɛni | 'business' | |
| /ɛ̃/ | fiɛ̃ | 'head pad' | |
| /f/ | fãa | 'wind' | |
| | folo | 'shine' | |
| /g/ | gãla | 'box' | |
| | gwe | 'banana' | |
| /gb/ | gbai | 'corn' | this is not /g/, /b/, or /b/ |
| | gbɔ́mɔ | 'wasp' | |
| | gbɛ̂ɛ | 'who' | |
| /ɣ/ | ɣau | 'yam' | |
| | ɣɛlɛ | 'when' | |
| | ɣele | 'day' | |
| /i/ | íláa | 'your name' | this represents 2 sounds: the vowel |
| | gbìŋ | 'bed' | similar to /e/ in 'he' and the vowel |
| | mina | 'spoon' | similar to /i/ in 'hit' |
| | pili | 'throw' | |
| /ĩ/ | sĩi | 'spider' | |
| | tĩya | 'taboo' | |
| /k/ | káa | 'see' | |
| | kɛ́ | 'do' | |
| | kôlo | 'poor' | |

| Sound | Examples | | Notes |
|---|---|---|---|
| /kp/ | kpao | 'no' | contrast with /gb/ |
| | kpɛɛ | 'finish' | |
| | kpɔ kpɔ | 'knock-knock' | |
| /l/ | flάa | 'name' | this is similar to English /l/ in some dialect areas and less similar in others. Follow your tutor's pronunciation. |
| | lɛ́lɛ | 'good' | |
| | lí | 'go' | |
| /m/ | mɛni | 'business' | |
| | muluŋ | 'dust' | |
| | mina | 'spoon' | |
| /n/ | naaŋ | 'four' | |
| | naa | 'there' | |
| | n̂ia | 'older sibling' | |
| /ny/ | nyii | 'sleep' | like /ny/ in 'canyon' |
| | nyɔɔ | 'bad' | |
| | nyɛɛ | 'fish' | |
| /ŋ/ | ŋɔni | 'bird' | similar to /ng/ in 'sing' |
| | naaŋ | 'four' | |
| | ŋ́ŋuŋ | 'your head' | |
| /o/ | owêi | 'yes' | |
| | kôya | 'far away' | |
| | kôlo | 'poor' | |
| /ɔ/ | lɔɔ | 'market' | |
| | kɔlɔ | 'book' | |
| /ɔ̃/ | gɔ̃ɔ | 'crow' | |
| | pɔ̃yɛ | 'write' | |
| /p/ | pala | 'weave' | |
| | pɔlɔ | 'get old' | |
| /s/ | saa | 'today' | |
| | sama | 'gift' | |

| Sound | Examples | | Notes |
|---|---|---|---|
| /t/ | taaŋ | 'one' | |
| | koti | 'coat' | |
| /u/ | puu | 'ten' | |
| | tuna | 'rain' | |
| | nua | 'people' | |
| /ũ/ | fũa | 'powder' | |
| | ʃsũa | 'nose' | |
| /v/ | vɔ̀lɔ | 'black snake' | |
| | va | 'comb' | |
| /w/ | wala | 'thousand' | |
| | woo | 'language' | |
| /y/ | yaɓa | 'onion' | |
| | yee | 'hill' | |
| | yɔɔ | 'wet' | |
| z | zoo | 'doctor' | |

Tones

There are three levels of tones in Kpelle: high, mid, and low. Further, there are two contour tone patterns: high to low, and mid to high to low. They are marked on the vowel as follows:

| | | |
|---|---|---|
| high - /ˊ/ | zóo | 'native doctor' |
| mid - /no mark/ | tuna | 'rain' |
| low - /ˋ/ | nyɔ̀ɔ | 'be afraid' |
| high-low - /ˆ/ | sâa | 'today' |
| mid-high-low - /ˇ/ | tisǒ | 'sneeze' |

1. ɓó 'speak'
   ɓoli 'goat'
   ɓòi 'pig'

| | | |
|---|---|---|
| 2. | lá | 'mouth' |
| | là | 'if' |
| | la | 'it' |
| 3. | làa | 'rice fanner' |
| | bolôŋ | 'grave' |
| 4. | kôya | 'for' |
| | koyàŋ | 'meeting' |
| | kpâlaŋ | 'farm' |
| | kpanâŋ | 'village' |
| | kolâ | 'rice bag' |
| | kôlo | 'poor man' |
| 5. | lí | 'go' |
| | líi | 'raffia' |
| | lé | 'what' |
| | ílee | 'your mother' |
| | tɛ́ | 'go up' |
| | tɛɛ | 'pass by' |
| 6. | ta | 'some' |
| | taa | 'town' |
| | tama | 'plentiful' |
| 7. | lɔ́ | 'enter' |
| | lɔɔ | 'market' |
| | kɔlɔ | 'book' |
| | m̀mó | 'say it' |
| | koo | 'abdomen' |
| | kôlo | 'poor' |
| | pú | 'run away' |
| | puu | 'ten' |
| | puru | 'hunger' |

8. taa 'town'
   fãa 'wind'
   lɔɔ 'market'
   gɔ̃ɔ 'crow'
   puu 'ten'
   fũa 'powder'
   lé 'what'
   kpẽla 'water deer'
   lĩi 'raffia'
   sĩi 'spider'

Summary of Kpelle Sounds

1. Consonants (as represented in the orthographic system)

| | | | |
|---|---|---|---|
| p | t | k | kp |
| b | d | g | gb |
| f | s | | |
| v | z | | |
| h | l | ɣ | |
| w | r | y | |
| m | n | ŋ | |

2. Dialect Notes

   a. In the areas nearest the coast, /s/ is ismilar to the English /s/. In the middle section of Kpelle territory, it is often closer to English /sh/; while in the northern areas, it is often pronounced as an English /h/.

   b. In the northern areas, an /l/ will often sound midway between /l/ and /n/ when it is the first sound in a word, or sometimes be replaced altogether by /n/.

   c. In the northern areas, /ɣ/ between two vowels will often be elided or changed to a /y/ type sound.

   d. In the northern areas, an /r/ between two vowels (as written in the texts) will be pronounced as an /l/.

3. Vowels

| | Front | Mid | Back |
|---|---|---|---|
| High | i | | u |
| Mid | e | | o |
| | ɛ | | ɔ |
| Low | | a | |

a. Vowels may occur long or short. When long, they are written as two vowels.

b. Round back vowels, when followed by a front vowel, are less rounded and somewhat more fronted.

c. /i/ after /ɣ/ is not pronounced.

d. Nasalization is significant. There is a difference in meaning between sĩi, 'spider' and sì̃i, 'tribe', for example.

4. Tones, Stress, Intonation

a. There are three pitch levels: high, mid, and low.

b. There are five possible patterns in a word:

| | | |
|---|---|---|
| high throughout: | pɛ́lɛ | 'also' |
| mid throughout: | pɛlɛ | 'to start' |
| low throughout: | pɛ̀lɛ | 'small' |
| high to low: | -pɛ̂rɛ | 'side (of the body)' |
| mid to high-low: | pɔmû$_{\eta}$ | 'germinate' |

c. Words with high, high-low, and low tone patterns have stress on the initial syllable. Mid-high-low have stress on the second vowel, since this stress is automatic and does not differentiate one word from another (as English stress does in 'progress' as a noun and 'progress' as a verb). In the area around Gbarnga, /k/, /g/, and, most frequently /ɣ/ are not pronounced when they are in an unstressed syllable between two front vowels.

d. In some words, the pattern high or high-to-low becomes high-to-mid. These are marked in the Totota orthography.

e. The patterns presented apply to words without prefixes or suffixes. Affixes carry their own tone patterns.

f. In a pause, usually marked in writing by a comma, as in English, the last syllable tone will rise sharply, and a slight pause will ensue.

g. To mark a question: the last non-low tone will be noticeably higher. If the sentence has only low tones, all low tones are slightly higher and tense.

5. Other

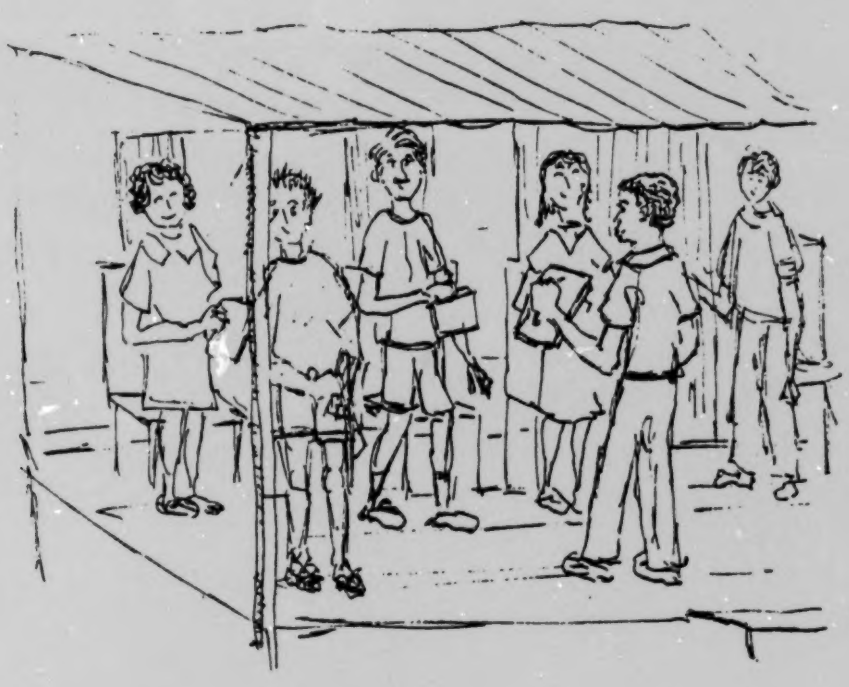
a. After a mid tone, low tone becomes high-low.
Example: pɛ́rɛ tɔ̀nɔ 'one house'
taa tɔ̀nɔ 'one town'

b. Kpelle, like several other Mande languages, changes the initial consonants of some words when a nasal sound (/m/, /n/, /ŋ/) comes before it, or when a low tone is placed on the syllable. This happens frequently in Kpelle. These are the changes:

| | | | | | |
|---|---|---|---|---|---|
| p | → | b | ɓ | → | m |
| t | → | d | l | → | n |
| k | → | g | y | → | ŋ |
| kp | → | gb | w | → | ŋw (or ŋ before u, o,ɔ) |
| f | → | v | y | → | ny or n |
| s | → | v | | | |

SECTION I

## LESSON ONE.....INSTRUCTIONS AND COMMANDS



This lesson is designed to help you develop your Kpelle listening skills. Although you will learn to ask for the names of things, you will primarily perform actions on command and use recognition, not production, skills. Although you may be eager to start "talking" at this point, you will eventually be able to say more, with greater fluency, if you first learn how to listen.

GOALS

1. Learn and practice responses to common commands.
2. Learn to ask "What is" questions and to understand the replies.
3. Learn about independent and dependent nouns.
4. Improve skills in discriminating the sounds of Kpelle.

VOCABULARY

Nouns

kpée, (pl. see-sɛŋ)...bench, chair
pɛ́rɛ...house, hut
sɛɣɛ̂...thanks
sí̩ɛ...chair
tèeɓele...table
wɛ̃ne...window
wúru...tree
-gɔ́ɔ...foot, leg
-lá...mouth
-ŋɛ́i...eyes, face
-ŋuŋ...head
-seêi...sitting place
-sṹa...nose
-wóli...ears
-yée...hand, arm
-woo...language, word, voice

Phrases

kpera yê...please, I beg you
isɛɣɛ̂...thank you
kátí...that is good; that is right
or
lɛ́lɛ...that is good; that is right
Lé ɓé a pa muì _____ kpɛlɛɛ-wòo su?...How do I say _____ in Kpelle?

(Note that in all compounds, the second word has low tone.)

Verbs

bɔ́...speak, open
kpera...beg, plead, stop
láa...set, put, place
lɛ́...show, teach
lí...go
pá...come
see...sit
siɣe...pick up, take away, lift
tɛ́...go up, raise, close
tɔɔ...stand up, raise

Other

owêi, ooeei...yes; I hear/agree
kpao, kpaa...no; I don't agree
m̀m̀, m̀ḿ...yes, I hear you
da...and
ŋí...this
ní...it (with be, fe, or g )
tí...that
lé...what
ɓé...emphatic particle
ɓɛ́...here

AT THE END OF EACH LESSON, CONSTRUCT A SENTENCE FOR EACH NEW VOCABULARY ITEM.

ACTIVITIES

In this lesson your tutor will introduce a command and explain it. After you have responded by doing what is ordered 5 times, a second command will be introduced. Do no more than 6 at one time. (Do not ask for commands in this lesson, although you may discard any your tutor thinks inappropriate. Do this drill several times during this lesson, but do other drills in between practices. After this first lesson, your tutor should always give these commands in Kpelle. You may want to review this lesson several times. If there are two ways of saying something, treat each as a separate command.)

1st Activity*

A. 1. {imɔɣe / siɣe} i tɔɔ....stand up

2. X ɣe ...pick up X (Example: siɛ ɣe. 'Pick up a chair')

3. siêe...sit down

4. X láa...put X down

B. 1. lí X...go to X

2. X {lá / ná} ...open X

3. X {lá / ná} tɛ́...close X

4. X {lɛ́ / nɛ́} má...show me X (point to X)

C. 1. siee

2. pa ɓɛ́...come here

3. X lá tɛ́

4. X ɣe

*{ } indicate a variant, usually dialectal.

2nd Activity

A.
1. imɔɣe
2. siêe
3. sa ɓɛ́
4. íyee tɔɔ
5. têeɓele lɛ́ mâ
6. siɛ ɣe

B.
1. í la lɛ́ mâ
2. ígɔɔ lɛ́ mà
3. íla ɓó
4. íla tɛ́
5. íŋɛi tɛ́
6. íŋɛi ɓó.

3rd Activity

Play Simon Says with your tutor. (You may have to explain the rules and make up a new name - like Sumo Says). Have him ask you to perform the various actions or point to various body parts. When you err, go back to a 2nd Activity drill. Do this 3 or 4 times during the lesson.

GRAMMAR AND CULTURE NOTES

1. Identification

To ask what the name of an object is, you say:

Lé ɓe ní? - 'What is it?'
Lé ɓe ŋí? - 'What is this?'
Lé ɓe tí? - 'What is that?'

The answer is:

X ká ŋí. - 'This is X.'
X ká tí. - 'That is X.'

Examples:

Lé ɓe ŋí? - 'What is this?'
Kpee ká ŋí. - 'This is a chair.'

2. Do not think of /ɓe/ as /'s/. It isn't. /ɓe/ is used in two ways. The first is the use in this lesson - as part of the question, What is this/that? Notice that /ɓe/ is mid-toned, not high, in this phrase. (/ɓé/ with high tone occurs in questions about location.)

The second use of /ɓe/ is for emphasis. Since the tone of a word or phrase in Kpelle carries part of the meaning, neither tone nor stress can be used for emphasis as in English. Instead, emphatic words are used, one of which is /ɓe/. For now, you won't use this, but here is a simple example:

| | |
|---|---|
| See-kpaa kaa naa? | Is there a chair there? |
| See-kpaa ɓe naa? | Is <u>that</u> a <u>chair</u> there? |

3. You can see in the vocabulary for this lesson that some nouns are listed with a hyphen before them. Kpelle distinguishes two kinds of nouns, dependent and independent (also known as inalienable and alienable). The grammar identifies those things which the Kpelle consider an integral part of a person - parts of the

body, the name, etc. They are identified because they never occur without a noun or pronoun indicating the possessor. In this lesson you will learn how to use "my" and "your" with some of these nouns. Lesson 3 will introduce other pronouns.

One problem you may have is that when you ask how to say "your arm", your informant may not be sure whether you want to know how to say "your arm" or whether you want the reply "my arm". One way to avoid such difficulties is to use the diagram and pictures approach as in this lesson. Another is to touch the part just mentioned and say "this is my arm" and ask your tutor if this is correct or not. As your Kpelle gets more proficient you will know which response you are getting.

4. At the moment you need to know only two pronouns - "my" and "your." "Your" is indicated by prefixing /í/ to the noun. "My" is shown by prefixing a nasal sound represented by /N/. This /N/ means that before a /k/, /kp/, /g/, / /, or /gb/ sound, the "my" is /ŋ/; before /b/, /f/, or /p/, it is 'm/; and /n/ everywhere else. At first this may seem difficult, but we do something very similar in English: impossible, indifferent, irregular, are really in + possible; in + different; and in + regular.

| | | | | | |
|---|---|---|---|---|---|
| Examples: | ŋ́gɔ́ɔ | - | 'my foot' | í́gɔ́ɔ | - 'your foot' |
| | ń́yée | - | 'my hand' | í́yée | - 'your hand' |

You will notice that several of the body part words change when you say 'my X; and 'your X'. For example, ń́zúa and í́súa are 'my nose' and 'your nose'. Kpelle, like several other Mande languages, changes the initial consonants of some words when a nasal sound (m, n, ŋ) comes before it or when a low tone is placed on the syllable. In this lesson you see 'my', which is expressed by /N/ change some of the following consonants. This happens frequently in Kpelle. It looks confusing, but it will soon feel automatic and you will easily recognize it.

These are the changes:

| | | | | |
|---|---|---|---|---|
| p | → b | ɓ | → m | Thus, in our example, -sʊ́a + ń |
| t | → d | l | → n | becomes ń-zʊ́a. Can you identify |
| k | → g | ɣ | → ŋ | the others? Try it. |
| kp | → gb | w | → ŋw or ŋ | |
| f | → v | y | → ny or n | |
| s | → v | | | |

5. In Liberia, schools are conducted in English. There are few books and manuscripts in Kpelle. This does not mean that there is no literature; it just isn't written. As you learn more Kpelle and make Kpelle friends, you will hear some of the tales and histories of the Kpelle. It is regarded as a sign of trust to share these with you. You, therefore, have an obligation to respect the Kpelle reluctance to widely broadcast these tales. They believe that wisdom from previous generations is handed down through such stories and these must be respected. Be sensitive to these feelings when trying to learn and record Kpelle.

6. Pointing is seldom good manners in Liberia and often quite unacceptable. Try to avoid pointing at anyone as you may be accused of trying to harm him. This is one incentive for learning to speak well.

7. Yes and No. "Owei" really means "what you said is correct", and "kpao" means "what you said is not correct." Thus the correct answer to "Don't you have bananas?" is "Owei" or "Yes, I have no bananas."

8. "Kpera ye" is often translated as "please". However, it is more indicative of supplication than the English please. It is quite polite Kpelle to omit a "please" where we feel it necessary in English. The Kpelle will use "kpera ye" where the request is seen as unusual or serious, or to indicate persistence. You can best learn its use by observing when it is used. (Also, the use of "I beg you" in Liberian English is parallel to "kpera ye" in Kpelle.)

EXERCISES

1. Identification

Example:

Tutor: Kpee ká ŋí. Le be ni? 'This is a bench. What is it?'
You: Kpee ká tí. 'That is a bench.'

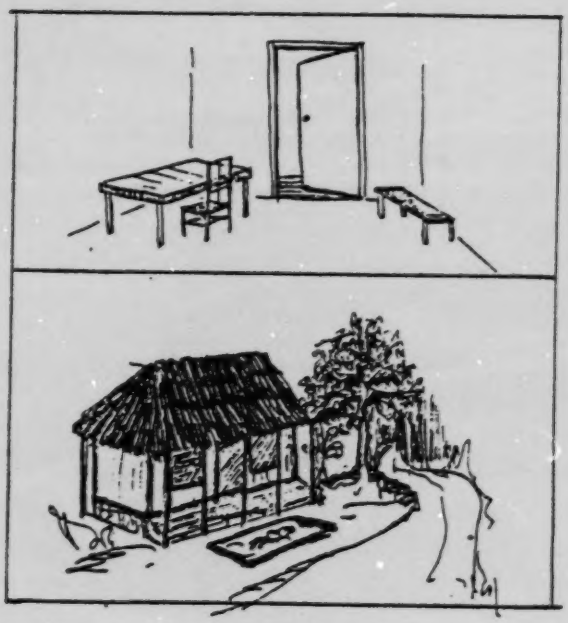
In this exercise the informant first tells you, in Kpelle, "this is a/an X." Then he says, "what is this?" You answer, "that is a/an X." After naming 4 or 5 objects (no more), see if you can then say "this is a/an X" and name each of them. Do this until you can name each item without prompting. (In the vocabulary for this lesson, a number of nouns are given you. You may have to add 3 or 4 depending on where you are when you meet with your tutor. Do not ask for more than 4, however.)

2. Identification - Body Parts

Example:

Tutor: Nzűa ká ŋí. Lé be ní? 'This is my nose. What is it?'
You: Isűa ká tí. Nzűa ká ŋí. 'That is your nose. This is my nose.'

This time do the exercise in the same way, except use only the parts of the body (see vocabulary). The tutor will say, "this is my ____. What is it?" You reply: "That is your _____. This is my _____."



3. Picture Drill

Example:

| | | |
|---|---|---|
| Tutor: | Kpee lɛ́ mâ. | 'Show me the bench.' |
| You: (point and say) | Kpee ká ŋí. | 'This is the bench.' |

4. Sound Practice

In each lesson of unit 1 there is a section for practice in listening and speaking to help you hear and produce the sounds of Kpelle. In this lesson, you will practice listening skills. If you are having trouble with these, you may want to spend more time reviewing the relevant sections of the Pronunciation Manual.

A. Listen to your tutor do one set at a time.

| | | |
|---|---|---|
| /p/ | pílí | jump |
| | pâne | bowl |
| | pɛ́rɛ | house |
| | pere | road |
| | pɔlɔ | old |
| | poa | fruit |
| | puu | ten |

| | | |
|---|---|---|
| /b/ | bíli | throw it |
| | bàla | bush dog |
| | bɛ̀rɛ | trousers |
| | béme | soap trees |
| | bɔ̀ki | bucket |
| | bɔ̀lo | kind of greens |
| | búi | put it out |
| /ɓ/ | ɓili-woo | kind of bird |
| | ɓá | cooked rice |
| | ɓɛ́ | here |
| | ɓele | eddo |
| | ɓɔɔ | wax |
| | ɓo | speak |
| | ɓûu | shed, shelter |

B. Have your tutor say each line. Then tell him which is different - the first, second or third word. The tutor will either agree and go on to the next line or if your response is incorrect repeat that line. Do this until you feel sure that you can hear the difference.

| | | |
|---|---|---|
| 1. | píli, bíli, píli | jump, throw it, jump |
| 2. | ɓûu, ɓûu, puu | shed, shed, ten |
| 3. | pɛ́rɛ, bɛ̀rɛ, bɛ̀rɛ | house, trousers, trousers |
| 4. | pere, ɓele, pere* | road, eddo, road |

*/r/ and /l/ sound similar in Northeastern or Jorquellie Kpelle. They will not sound similar in Sanoye or Southwestern Kpelle. See Pronunciation Manual.

C. Now have your tutor say and you repeat:

| | | | |
|---|---|---|---|
| /i/ | pi | bi | ɓi |
| /ɛ/ | pɛ | bɛ | ɓɛ |
| /e/ | pe | be | ɓe |
| /a/ | pa | ba | ɓa |
| /o/ | po | bo | ɓo |
| /ɔ/ | pɔ | bɔ | ɓɔ |
| /u/ | pu | bu | ɓu |

When you finish, go back to A and try to repeat after your tutor. In this exercise, concentrate most on the initial consonant sound. Follow the same steps for the next set of sounds:

A. Listen to your tutor do one set at a time.

| | | |
|---|---|---|
| /kp/ | kpíni | night |
| | kpɛ́ | chose |
| | kpee | chair, bench |
| | kpa | debt |
| | kpólo | bread |
| | kpókpɔ | knock, knock |
| | kpua | short |
| /gb/ | gbin | bed |
| | gbɛ̂ɛ | who |
| | gbɛ̂ya | cutlass |
| | gbâa | almost |
| | gbôdo | leprosy |
| | gbɔ́mɔ | wasp |
| | gbûnɔbele | eddo |

B. Which is different?

| | | |
|---|---|---|
| 1. | kpala, gbala, kpala | dry, dry it, dry |
| 2. | kpɔmɔ, gbɔ́mɔ, gbɔ́mɔ | vine, wasp, wasp |
| 3. | gbɔ́mɔ, bɔmɔ, gbɔ́mɔ | wasp, carry, wasp |
| 4. | kpɔmɔ, kpɔmɔ, bɔmɔ | vine, vine, carry |
| 5. | bala, kpala, kpala | weave it, dry, dry |
| 6. | kpala, bála, kpala | dry, sheep, dry |
| 7. | bála, gbala, gbala | sheep, dry it, dry it |

If you have trouble with these, have your tutor change the order of the words in each line and repeat the exercise again. These sounds are particularly difficult for English speakers.

C. Repeat after your tutor:

| | | | | |
|---|---|---|---|---|
| /i/ | kpi | gbi | bi | ɓi |
| /ɛ/ | kpɛ | gbɛ | bɛ | ɓɛ |
| /e/ | kpe | gbe | be | ɓe |
| /a/ | kpa | gba | ba | ɓa |
| /o/ | kpo | gbo | bo | ɓo |
| /ɔ/ | kpɔ | gbɔ | bɔ | ɓɔ |
| /u/ | kpu | gbu | bu | ɓu |

5. Transcription Practice

The purpose of transcription exercises is to test your listening skills. Analyzing your mistakes will help to direct your efforts in improving your listening ability. In doing a transcription, follow these steps:

1. Have your tutor read the words or sentences at normal speed, repeating up to three times. Do only one sentence at a time so you can write what you have heard.
2. Compare your transcription to the text and correct your mistakes.
3. Record the kinds of errors you made → 'gb' instead of 'kp' for example. Then review the exercises for these sounds (or construct more as needed).

6. Homework

Ask a Kpelle speaker, not your tutor, for the names of 3 objects not in this lesson. Ask only in Kpelle, write down the answers and report to your tutor to see if you got them right.

Review Questions

This is to help you check your progress and see if any sections need more work. You can also use them for continuous review throughout your study.

1. Can you hear the difference between /p/, /b/, /ɓ/, /kp/, /gb/? Can you transcribe them accurately when you hear them?

2. Can you say these accurately in Kpelle?

| | |
|---|---|
| my hand | your hand |
| my nose | your nose |
| my leg | your leg |
| my mouth | your mouth |
| my language | your language |

3. Can you say: What is this? What is that? What is it? Can you understand the answer?

4. Can you carry out your tutor's instructions when he speaks Kpelle? Do you still hesitate?

5. Have you used each new vocabulary word?

6. Have you taped any sections you need to work on?

## SELF-STUDY TECHNIQUE

### Using a Tape Recorder

A tape recorder is one of the most useful tools for language study. Obviously, you can practice the lessons with your tutor, then have the tutor record the dialogues, drills and texts. How can the recording be made? First, remember that the idea of using tapes takes getting used to. Allow for some pratice time. Then have your tutor record words, phrases, sentences, with sufficient time between each item for you to interpret it, answer it, or translate it. Now, what can you do with your tape?

a. You can play them while you do other things around the house. This may help you get accustomed to hearing Kpelle. If you listen attentively, you will be able to do some of the following.

b. You can use the recorded sections for self-administered transcription drills.

c. You can try to respond to dialogues.

d. You can repeat what has just been said. This helps fluency.

e. You can translate what has just been said. This will help with understanding - but do this infrequently. You will progress faster if you learn not to rely on translation.

f. You can record short texts and dialogues with the English preceding each Kpelle sentence.

g. If you have sufficient time between each sentence you can try to translate before the "answer" comes. This is also a good technique for reviewing old material.

h. You can record texts and dialogues you have constructed - after correction. This will give you additional practice material.

## LESSON TWO.....INTRODUCTION AND COMMANDS II

GOALS

1. Learn location question and answer patterns.
2. Learn specific/non-specific reference.
3. Achieve further mastery of instructional commands and requests.
4. Develop listening skills for Kpelle sounds.

## VOCABULARY

### Nouns

-kɔlɔ...skin
kɔlɔ...book, paper
-kɔ́ŋ...neck
-kɔ́ɔ-gbua...toe
-koi, -kuin, -koo...stomach
-kpua...piece, section
-leya...hair, feathers
lɔii...land, earth, ground, soil
mɛni...matter, business, news
-nyíŋ...tooth
-ŋɛ́ŋ...tongue
-ŋuŋ-leya...hair (head)
-pòlu...back, the behind area
-yee-gbua...finger
ziɛ...ceiling mat
ziêi...ceiling

### Verbs

kɛ́...do, happen, say
lóno...speak, read, count
mɛni...hear, understand
pṍyɛ...write

### Phrases

mɔ̀ɔ́ ŋɔ(nɔ)...say it again
mɔ̀ɔ́ a gɛtɛ̂i...say it louder
mɔ̀ɔ́ sîi...say it slowly, softly
mɔ̃́ a maa félaa...say it faster

(All use ɓó as the verb. See Lesson 1.)

nɔ̃́no...read it (lóno)
kɔlɔ lá ɓó...open the book
kɔlɔ lá tɛ́...close the book
ímɛni?...Do you understand?
ŋa mɛni...I understand
fa mɛni...I don't understand
Fa Kpɛlɛɛ-woo mɛni...I don't understand Kpelle.
bṍyɛ...write it (from pṍyɛ)

### Other

kɛ́tɛ...big, large, important
kɔɔ...where
la...it
naa...there
a maa félaa...fast, immediately
ŋa...I

DIALOGUE

Note: Do note read the dialogue. Have your tutor read it first. Listen without looking at if two times. Then listen while reading it. Then try to perform the actions. Then repeat each line after your tutor. Next, try to give the answers as your tutor says the "Teacher" parts. Then reverse parts.

| | | |
|---|---|---|
| Teacher: | Le ɓe ŋí? | What is this? |
| Student: | Kɔlɔ káa tí. | That is a book. |
| Teacher: | Gɔlɔi lá ɓó. | Open the book. |
| | Gɔlɔi ǹóno. | Read the book. |
| | ímɛni? | Do you understand? |
| Student: | Owêi, ŋa mɛni. | Yes, I understand. |
| Teacher: | m̀ó ŋɔ. | Say it again. |
| Student: | ŋa mɛni. | I understand. |
| Teacher: | Gɔlɔi lá tɛ́. | Close the book. |

When you are sure that you understand and can respond to this dialogue, try both parts. Tape your tutor reciting it and memorize it for homework. Repeat it for your tutor at the next meeting. Be sure he corrects you!

TEXT 1

Listen to this as your tutor reads it. If you do not understand it, have him repeat it two or three times, repeat after the tutor and then translate sentence by sentence before reading it aloud yourself.

Kɔlɔ káa ŋí. Kɔlɔ lá ɓé. Kɔlɔ lá ɓó. Kɔlɔ lá tɛ́. Kɔlɔ lá.

This is a book. The book is here. Open the book. Close the book. Put the book down.

TEXT 2

Again, listen until you understand. Then alternate parts with your instructor.

| | | |
|---|---|---|
| Teacher: | Pɛ́rɛ ká tí. | That is a house. |
| Student: | Mó ŋɔnɔ. | Say it again. |
| Teacher: | Pɛ́rɛ ká tí. | That is a house. |
| Student: | Mó sîi. | Say it slower. |
| Teacher: | Pɛ́rɛ ká tí. | That is a house. |
| Student: | Iseɣɛ. ŋa mɛni. | Thank you. I understand. |

## GRAMMAR AND CULTURE NOTES

### 1. Specific and Non-Specific Nouns

In English there is a difference between "the table" and "a table". Kpelle makes a similar, but not identical, reference. For example, in English we always say, "the sun is shining", but Kpelle uses the nonspecific form: "a sun is shining." On the other hand, a amle to whom you owe respect is always addressed by his title in the definite form: "the Sir." Others may or may not receive such a mark of respect. Dependent nouns almost never occur in the specific form.

The specific is indicated by:

| low tone + noun + ì |
|---|

Examples:

| | | | |
|---|---|---|---|
| pɛ́lɛ | house | bɛ́lɛì | the house |
| ɓóli | goat | mólíì | the goat |
| wúlu. | tree | nwúlìì | the tree |

The low tone affects the initial consonant (see the Grammar Note in Lesson 1.) There are two additional notes:

a. When a word ends with a /ŋ/, then the /-i/ suffixed is lost.
Example: gâloŋ...'the chief'.

b. The two falling tones fall only to mid in the specific.
Example: kâloŋ...'chief' gâloŋ...'the chief'

c. When the word ends in /u/, it will change to an /i/ when the /-i/ suffix is added.
Example: wúru...'tree' nwúrìì...'the tree'

d. An /N/ may accompany the low tone.
Example: wúru...nwúrìì

2. Plurals

Most Kpelle nouns have a single form to represent both singular and plural. Whether there is one or more of something than one is indicated by the context. However, there is one category of nouns which does have a plural form - nouns which name or refer to people, such as mother, father, child, etc. The plural is indicated in this way when the noun is dependent: (pronoun) + noun + ni. (If a noun ends in /ŋ/, it will have a /nìi/ for the plural.)

Examples: íló́ŋ 'your child' ílônii 'your children'

When the noun is independent, the plurals are varied. They will be given in the vocabulary in the beginning. If you learn a word which you think should have a plural, ask your tutor.

Examples: nú́u 'person' nûa 'people'
lôlo ŋ 'child' nîa-pɛlɛɛ 'children'

3. Possessive

In marking possession, the possessor always comes immediately before the possessed noun. Generally, the first noun will be in the specific form.

Example: Nôlo ŋ goi 'the child's stomach'

A pronoun is also used with dependent nouns if it is a noun denoting a person.

Example: Nôlo ŋ nèe 'the child's mother'

4. Location

"Where questions are very similar to "what" questions. The form is as follows:

| | |
|---|---|
| ____ lá kɔɔ? | Where is ____? |
| ____ lá ɓɛ́. | ____ is here. |
| ____ la naa. | ____ is there. |

Examples: Kpee lá kɔɔ? 'Where is the bench?'
Kpee lá ɓɛ́. 'The bench is here.'

Location and identification sentences both form their negative in the same way:

| | |
|---|---|
| _____ fé ŋí. | 'This is not _____.' |
| _____ fé tí. | 'That is not _____.' |
| _____ fé ɓɛ́. | '_____ is not here.' or: 'There is no _____ here.' |
| _____ fé naa. | '_____ is not there.' or: 'There is no _____ there.' |

Examples:

Kpee fé tí. 'That is not a bench.'
Kpee fé naa. 'There is no bench there.'

A variant is this:

_____ féi. 'This/that/it is not _____.'
'_____ is not here/there.'
'There is no _____ here/there.'

The meaning of the statement depends on what was asked.

Example: Kpee féi. 'This isn't a bench.'
'There is no bench here.' etc.

5. Dialect Note

In some dialects (Jorquellie, for example), speakers may sometimes substitute /l/ for /n/ as the first sound in a word. You may notice this in sentences like "Show me the bench."..."Kpee le ma.", which may also be pronounced "Kpee ne ma." While you are learning, imitate your tutor and then the people around you.

EXERCISES

1. The tutor will say: "This is my _____. Where is your _____?"
   You will reply: "Here is my _____. There is your _____."

   Example:

   Teacher (pointing to his neck): ŋgɔŋ ká ŋí. ĺkɔŋ lá kɔ́ɔ?
   (This is my neck. Where is your neck?)

   Student (pointing to his neck): ŋgɔŋ lá bɛ́. ĺkɔŋ lá naa.
   (Here is my neck. There is your neck.)

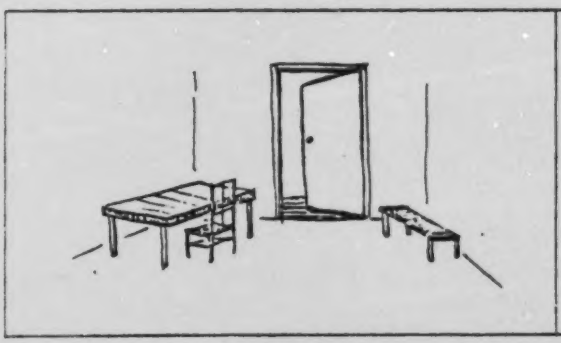
   Continue this exercise using the following words:

| | |
|---|---|
| kɔlɔ | skin |
| kɔ́ŋ | neck |
| kɔ́ɔ́ gbua | toe |
| koi | stomach |
| nyĺŋ | tooth |
| nɛ́ŋ | tongue |
| leɣa | hair, feathers |

2. Using the picture below, have your tutor ask for the location of objects in the pictures below. You answer while pointing. First answer using the non-specific form, then answer with the specific form.

   Example:

| | | |
|---|---|---|
| Teacher: | Wurii lá kɔ́ɔ? | Where is the tree? |
| Student: | Wuru ká ŋĺ. Wurii ká ŋî. | Here is a tree. Here is the tree. |



(inside)

(outside)

3. Using the pictures, have your tutor point to something, saying "____ɣaá ŋí?" or "____kaá tí?" Sometimes he should name it correctly and sometimes he should not. You should respond by saying "Owêi, ____ kaá ŋí.", "Owêii, ____ káa tí.", or "Kpao, ____ féi." Do this for at least 3 objects in each picture.

4. Repeat drill 3, using "____lá ɓɛ́?" or "____ lá naa?" Answer appropriately with "Owêi, ____ lá ɓɛ́." or "Kpao ____ fé ɓɛ́."

5. (a) Label the drawings below using the names for the body parts you have learned in this lesson.

   (b) Then ask your tutor to supply more terms. After you can repeat them accurately, enter them on the drawing. (Hint: ask for "your ____". After your tutor replies, "Here is my ____", you say, "Is this my ____?" Ask your tutor to answer with "That is your ____". This way you will learn the word and also its basic forms.)

Here are some additional parts you might ask for: lip, eyebrow, chest, breast, kneee, ankle, palm. Get 5 more.

6. Sound Practice

Practice these pairs - specific and non-specific forms of the nouns.

A. Listen to your tutor, then repeat:

| | |
|---|---|
| Tɛɛ́ káa naa. | 'A chicken is there.' |
| Dɛɛ́i káa naa. | 'The chicken is there.' |
| Pɛ́rɛ káa naa. | 'A house is there.' |
| Bɛ́rɛi káa naa. | 'The house is there.' |
| Taa káa naa. | 'A town is here.' |
| Daai káa naa. | 'The town is here.' |

B. Listen to the pattern, then repeat:

| | |
|---|---|
| Ku _____ kàa. | 'We saw _____.' |
| Kú taa kàa. | 'We saw a town.' |
| Kú daai kàa. | 'We saw the town.' |

Continue, using the following words:

| | |
|---|---|
| lɔ́ɔ | market |
| lɔii | land |
| lôlon | child |
| laâi | sleeping place |

C. Listen to your tutor say these in random order. Then transcribe. Check against the book. (Make sure your tutor remembers the order!) Make a tape of these and practice your transcription.

7. Record on a cassette tape recorder all the independent nouns you have had in both their specific and non-specific forms. Remember to leave enough time between words for you to repeat after your tutor. Practice until you can produce both forms with ease.

Review

1. Can you ask where something is? Can you answer that question with here or there? Can you give 4 examples?
2. Can you give both specific and non-specific noun forms? Can you list 3 such pairs?
3. Can you name most major body parts? Review your pictures in Exercise 5.
4. Can you follow your teacher's instructions in Kpelle? Are you having your tutor give you directions in Kpelle as much as possible?

## SELF-STUDY TECHNIQUES

### Listening Skills

One of the keys to successful language learning is developing the ability to listen effectively. Here are some ways to develop these skills.

1. Listen to your tutor read each dialogue and text. Have your tutor read it through first while you try to get the general idea, the second time try to pick out the words and phrases you know. The third time, go through sentence by sentence, translating, if necessary, to make sure you know what is being said. Then listen a last time to the whole. Try not to read the material until after you have done this. (You may have to ask your tutor to speak somewhat slowly at first, as you become more familiar with the material, encourage the tutor to speak more quickly.
2. In reviewing texts and dialogues, have your tutor read the sentences in random order.
3. Use the texts and dialogues for dictation, that is have the tutor read them while you write them down. Then compare your version with the book's.
4. Alternate responses with your tutor in going over the dialogue.

5. Using your taped material: try to say the sentences along with your tutor.

6. Tape record your own readings of these materials. Then listen - where are your greatest errors? - e.g., differences from the tutor? Are these pronunciation only or are they hearing errors?

## LESSON THREE.....GREETINGS

GOALS

1. Learn the appropriate greeting formulas.
2. Learn the names of family members.
3. Learn Progressive form of the verb and associated subject pronouns.
4. Learn the possessive pronouns for dependent nouns.

VOCABULARY

Nouns

fólo...sun, day
ɣele...day, sky
ɣele-wulii...evening
ɣele-waa...morning
-kêra...uncle
kpíni...night
-lee...mother
-lêɣe...younger sibling
-lêɣe-nɛni...younger sister
-lêɣe-suroŋ...younger brother
leɣi...pot (cooking)
-lîa...older sibling
-lîa-nɛni...older sister
-lîa-surɔŋ...older brother
lôloŋ...child
-lônii...children
-loŋ...child
-marê...question
-naŋ...father, father's brother
nɛnî...woman, wife, female
nɛyâa...women
-nîa...older sibling
nîa-pɛlɛɛ...children
núu ~ múu...person (múu is frequently heard in Northern areas)
-sâabɔlɔ...opposite sex sibling
surôŋ...man, husband, male
vôlo màa-laai...afternoon

Verbs

ɣílí...cook (if no object leɣi ɣílí)
lɔ́...enter, put, come in
nyii...sleep
-yɛɛ...say (always needs pronoun)

Other

nyɔ́mɔɔ...bad
nyɔ́ɔ...bad
gbêɛ...who

Phrases

i gbɛli...a greeting (Gbarnga)
i kɔlɔi ponɔ̂i...Are you well (Totota)

yá, ɓá } tûa

yá, ɓá } úŋ

DIALOGUE

Just as before, have your tutor read the dialogue first. Go over it (looking at the translation when you must) until you understand each sentence. When you feel confident of your understanding of the dialogue, practice it by taking one part while your tutor takes the other. These should be recorded and practiced until your responses are automatic.

Greeting (for first time to see each other in the day or in the morning)

| | |
|---|---|
| kpɔ́-kpɔ́ | knock-knock |
| A: Gbêɛ ɓɛ́ tí? | Who is it? |
| B: ńyaa ɓé. ńyaa Sumo. | It's me. It's Sumo. |
| A: Yi lɔ́. | Come in. |
| B: Ya úŋ? | Good morning (have you awakened?) |
| A: m̀m̀. Nawa, í gbɛli? Kú mɛni ɓɛ́? | My friend, how are you? What news? |
| B: Kpao. Mɛni nyɔ́ɔ fé ɓɛ́. | No bad news. |

TEXT

Other patterns are also used. Here are some, and also some phrases for leave-taking. Remember, these are just the most common patterns. They are also short. Watch and listen to those around you so you can expand your repertoire.

Text 1 - Afternoon

| | |
|---|---|
| A: Ya tûa. | Greetings. |
| B: ḿḿ. Nawe, i gbɛli? | My friend, how are you?* |
| A: Kú mɛni naa? | What news? |
| B: Nyɔ́mɔ fé naa. | No bad news. |

*In Southern Kpelle, this would probably be replaced by "Ikɔlɔi ponɔ̂i?" to which you reply: "Owêi. Ngɔlɔ̂i ponɔ̂i."

Text 2 - Morning

| | |
|---|---|
| kpɔ́-kpɔ́ | knock-knock |
| A: Gbêɛ ɓé ní? | Who is it? |
| B: Nyaa ɓe Togba. ŋá lɔ́? | It's Togba. May I come in? |
| A: Yi lɔ́. | Come in. |
| B: í nyii a ǹɛ́lɛɛ? | Did you sleep well? |
| A: Owêi, ŋá nyii a ǹɛ́lɛɛ. | Yes, I slept well. |

Text 3

| | |
|---|---|
| A: Ya tûa. | Good day. |
| B: m̀m̀. Ya tûa. Kú mɛni náa. | Good day. What news? |
| A: Nyɔ́ɔ fé náa. ílaa ɓà gbêɛ? | No bad news. What is your name? |
| B: Náa bà Noai. | My name is Noai. |

Text 4

| | |
|---|---|
| A: ŋá pa liî. Kafâlo. | I must go. Excuse me. |
| B: Owêi. ɣele-wuu. | Yes. Good night. |
| A: m̀m̀. ɣele-wulii. | Good night. |
| B: Nyíi a nɛ́lɛɛ. | Sleep well. |
| A: m̀m̀. | |

## GRAMMAR AND CULTURE NOTES

### 1. Subject Pronouns

Just as we have special pronoun forms for the subject in English - I, he, we, etc. - so does Kpelle. Kpelle, however, makes a distinction between a singular and plural you. The affirmative subject pronouns are:

| | | | |
|---|---|---|---|
| na or ŋa | 'I' | kwa | 'we' |
| ya | 'you' (sing.) | ka | 'you' (pl.) |
| a | 'he', 'she', 'it' | da or di | 'they' |
| | | | |
| ŋgáa | 'I' | kukáa | 'we' |
| íkáa | 'you' (sing.) | kákaa | 'you' (pl.) |
| gáa | 'he', 'she', 'it' | díkaa | 'they' |

Examples:

| | | | |
|---|---|---|---|
| ŋa pâi | I am coming. | kwa pâi | We are coming. |
| ya pâi | You are coming. | ka pâi | You are coming. |
| a pâi | He is coming. | da pâi | They are coming. |

The other subject pronoun series is a combination of the object pronoun + the verb kaa. These used to be distinct in function and meaning, but are so no longer for most speakers. The first set is more common.

### 2. Negative Pronouns

The negative subject pronouns for the continuous form of the verb are:

| | | | |
|---|---|---|---|
| fé | 'I' | kúfé | 'we' |
| ifé | 'you (sing.)' | káfé | 'you (pl.)' |
| vé | 'he, she, it' | dífé | 'they' |

Example:

kúfé pâi. 'We are not coming.'

As you can see, all of these pronouns are really quite similar - particularly in the plural. With practice they will be easy to learn.

3. Present Progressive

This is the same as the English /-ing/ form of the verb: "I am coming.", "He is cooking.", etc. In Kpelle, this form is expressed:

| subject pronoun + verb stem - ì |
|---|

Examples:

a pâi.....'he is coming'.....a - he + pá - come + í - ing
di lônoi.....'they are counting'.....di - they + lóno + ì

The negative is very similar.

| negative subject pronoun + verb stem + ì |
|---|

Examples:

| | |
|---|---|
| vé pâi. | 'He is not coming.' |
| dífe lônoi. | 'They are not counting.' |

This verb form is quite useful - think how often you use the English equivalent. There is also another similarity to English: it can be used to indicate something which will happen soon - he is coming (this afternoon). (The low tone of the suffix /ì/ affects mid tone verbs so that the sequence is mid - high - low. Example: a paâi...he is killing.)

4. Immediate Future

Just as in English we say, "I am going to go to school." with the meaning "I will go to school soon", Kpelle speakers say "na lii li"..."I am going to go." This is not the only future, but it is often used.

| subject noun + lií + verb stem |
|---|

Examples:

| | |
|---|---|
| a lii mii. | 'He is going to eat.' |
| di lii lɛ́. | 'They are going to teach.' |

5. Possessive Pronouns - Dependent Nouns

So far you have learned to say "my ____" and "your _____" for dependent nouns. Here are all the pronouns for dependent nouns:

| | | | |
|---|---|---|---|
| Ń | 'my' | kú | 'our' |
| í | 'your (sing.)' | ká | 'your (pl.)' |
| | 'his, her, its' | dí | 'their' |

Examples:

| | | | |
|---|---|---|---|
| Ńàŋ | 'my father' | kúnàŋ | 'our father' |
| ínàŋ | 'your father (sing.)' | kánàŋ | 'your father (pl.)' |
| ànaŋ | 'her father' | dínàŋ | 'their father' |

6. Dialect Variation

As you remember, there are two major dialects of Kpelle in Liberia - a Northern (Jorquellie) and a Southern (Sanoyea). There are various differences even within these areas, but they are minor, and you will be able to adjust to them easily. Throughout this text differences in syntax and word usage will be noted. follow your tutor whenever there is a difference between his speech and the book. In this lesson there are two examples of dialect variation. The first is the difference in the second person singular pronoun. In the Northern areas, it is /ya/ and in the Southern /ɓa/. The other difference is the greeting sequence displayed in Text 1. (There are two other Kpelle dialects, but they are much less common in Liberia.)

7. Greetings

In Liberia, greetings are an important part of all social interaction. On the street, in the village, or in any other public place, you should greet anyone you know - even if only by sight, anyone you intend to do business with, and anyone who greets you. Often you also will be expected to shake hands "Liberian style." Basically, this is a handshake followed by the finger snap, but variations are added in different areas. Be sure to learn the one(s) appropriate to your area.

8. Visiting

Many Kpelle will show friendliness by coming to visit, and may do so even if they don't speak English or are reluctant to converse. Often, they will just sit with you. Don't let this silence bother you as they feel that this is keeping you company so you won't feel lonely. You need not serve elaborate refreshments either - a glass of water is a sign of your good intentions. If you do offer a soft drink or beer, be sure to open the can in their presence and take a drink first.

9. Names

Your tutor will probably give you a Kpelle name. The names have meanings and are usually assigned with reference to that meaning. Thus, Sumo means a big, strong person and would be given to a man fitting that description.

EXERCISES

1. Action Drill

1. Action Drill

The tutor points to something in the picture and says "lé ɓe ŋí?" You then answer, using one of the pronouns with each answer. You should use the pronouns each 6 and 7 times. You can do this drill several times throughout the lesson.

2. Answer your tutor's question: 'lé be ya gêi?" (What are you doing?) for the picture he indicates.

Example:

Tutor: Lé ɓe ya gêi? 'What are you doing?'
Student: Ngáa lii. 'I'm going.'

Your tutor can vary this drill by using other subject pronouns as appropriate: "Lé ɓe a gêi?" (What is he doing?).

Now have your tutor vary the exercise by pointing to a picture and telling you what they are doing. You respond by saying "No. They are not _____ing."

Example:

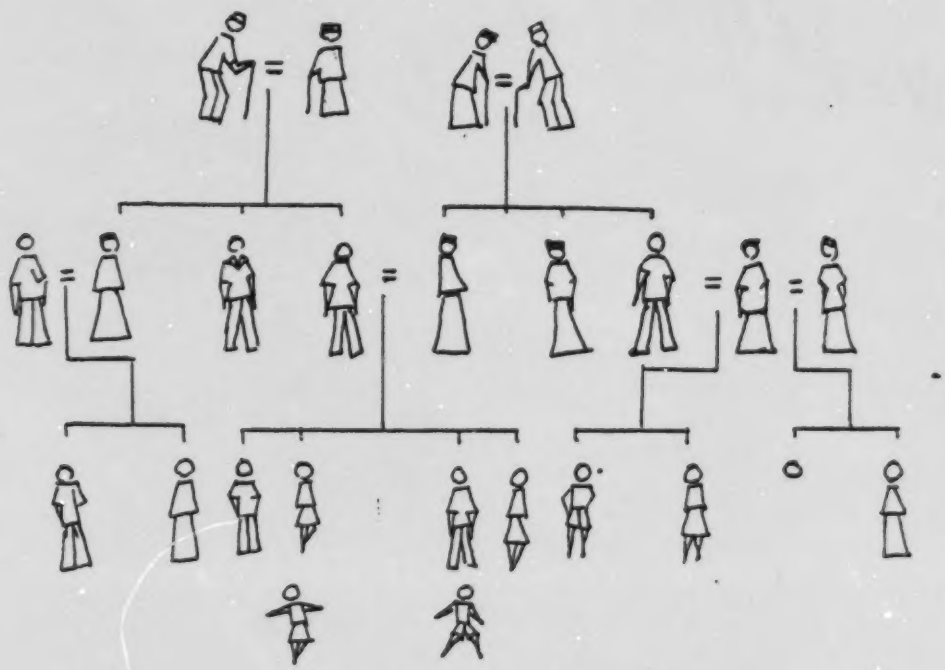
| | | |
|---|---|---|
| Tutor: | A lìì. | 'He is going.' |
| Student: | Kpao. Vé lìì. | 'No. He is not going.' |

3. Kpelle families while at first glance it may see that Kpelle families are organized like the ones you are familiar with, you will soon find it is not so. Therefore, you must learn the terms for relatives and the persons they refer to. Use this chart as a start. Have your tutor point to one relative and say, for example: "ín̂ɑ̀ŋ be ŋí." (This is your father.) You should then say: "Owêi. Nàŋ be ŋí." (This is my father.) When you have identified 4 or 5, go back and try to use each of the possessive pronouns with the Kpelle term.

A second exercise it to point to one person on the chart and then to a second and tell what the relation is.

Example: Nâŋ be ŋí. 'This is his father.'

Have your tutor correct any errors. Any new relationships not listed in your vocabulary should be added.



4. Transcription Practice - Vowel Length

First, listen as your tutor says the following pairs. The second time write them, then compare. If you are having trouble hearing this distinction, go back to the Liberian Language Manual and practice. Also, have your tutor tape these and listen until your ear improves. Then work on your own pronunciation. Repeat after your tutor until he is satisfied. Then have your tutor record, leaving sufficient time for you to pronounce after him. Practice periodically until you can make this distinction with relative ease - so that speakers understand you.

| | 1 | | 2 | | 3 | | 4 | |
|---|---|---|---|---|---|---|---|---|
| A. | lí | go | líi | raffia | tíi | work | tí | that |
| | flee | your mother | lé | what | yee | cotton | ye | you |
| | tɛ́ | climb | tɛ́ɛ | chicken | lɛ́ | teach | lɛ́ɛ | lie |
| | pá | come | paa | kill | ká | you | káa | see |
| | lɔɔ | market | lɔ́ | enter | kɔɔ | log | kɔ́ | war |
| | loŋ | child | looŋ | squirrel | ɓó | open | too | fall |
| | puu | ten | pú | run away | kuu | crew | kú | we |

| B. | 1 | 2 | 3 |
|---|---|---|---|
| | líi, lí | lɔɔ, lɔ́ | yee, ye |
| | puu, pu | loŋ, looŋ | lɛ́ɛ, lɛ́ |
| | tí, tíi | kɔ́, kɔɔ | káa, ká |

Have your tutor say each group while you listen, then tell him/her which is different. He can vary this until you can do it right every time.

C. Which one is different? 1st, 2nd, or 3rd?

1. lɛ́, lé, lɛ́ɛ
2. kuu, kuu, kú
3. lɔɔ, lɔ́, lɔɔ
4. loŋ, looŋ, loŋ
5. lí, líi, líi
6. tí, tí, tíi
7. tɛ́, tɛɛ, tɛɛ
8. lɛɛ, lɛ́, lɛ́
9. lɛ́, lɛɛ, lɛɛ
10. puu, puu, pú

Review Questions

1. Can you give the proper greetings and responses for:
   morning?
   the first time you see someone in the day?
   afternoon?
   when you see someone a second time the same day?
   when you leave someone's house?
2. Can you use the possessive pronouns with ease?
   my mother
   her mother
   their legs
   your (pl.) legs
   your name
   our names
3. Can you give three answers to: Lé ɓé yà gêi?
4. Can you give the negative for a positive statement?
   Example: ŋa pâi - fé pâi.

## SELF-STUDY TECHNIQUES

### Analysis Skills

When you are learning a language you are using several skills. One of these is your analytical ability. When you begin a new lesson or hear Kpelle spoken, you will find that there are more complexities there than you have learned in Kpelle so far. In order to increase your knowledge, you have to be able to identify what you don't know and work on it until you do understand and can use it. One good habit is to examine the sentences in the dialogue and texts. Try to take each sentence apart. First, go through and attach a meaning to each word or particle as you can. If there are some you can't identify, determine whether it is a problem of vocabulary or of grammar. If it is a problem of grammar, can you determine the meaning of the whole statement? Can you see how the meaning is expressed? Can you compose similar sentences - in both meaning and structure. If no, ask your tutor to construct sentences with similar form or meaning. So for example in this lesson:

Ku mɛni naa? - Nyɔɔmɔ fé naa.

First, what do the individual words mean? Can you see where the meaning of the whole expression comes from?

The same process can be used to learn individual words. Although an English translation can be given for each word, the two items - the Kpelle word and the English - are not identical. They are similar. To discover the real "meaning" of the Kpelle, you have to use it. Look at the word mɛni, for example. It doesn't mean just 'news' or 'business'. It's range extends to events, happenings, state of society, etc. It is good practice, therefore, to make two or three sentences for every new vocabulary item. For some, you may even want to ask - "Can you say _____?" This is one way to discover, for example, that there are three Kpelle words for the English 'new' but they each apply to different classes of objects and have slightly different implications.

# LESSON FOUR.....PERSONAL INFORMATION

GOALS

1. Learn to ask/answer questions of personal information.
2. Learn the names of common occupations.
3. Practice "who" questions.
4. Begin to create short texts.

## VOCABULARY

### Names

Male: Tògba
Mɔ̀lɔba
Fulomo
Sumo

Female: Fîita
Kwîta
Nòai
Kɔ̀bu

### Occupations

kɔlɔ-pɛrɛ-nuu...student
sɛn-lé-nuu...teacher
nuu-kole/Piis Kɔɔ...Peace Corps Volunteer
tíi-ké-nuu...farmer
kélɛŋ-sia-nuu...driver
kwíi-zoo/dàa-daa...doctor (M.D.)
zóo...native doctor
kâloŋ...chief
daa-daa-nè...nurse
kɔli-ɣale-nuu...blacksmith
seɣe-sɔlɔ-nuu...tailor
wúru-tíi-kéɛ-nuu...carpenter

### Places

Dùkɔ̀ɔ...Monrovia
Gbàŋa...Gbarnga
Tótotaa...Totota
Kákataa...Kakata
Yúo...Atlantic Ocean

### Other

kole...white
tíi...work, farm
seɣe...cloth, clothes
kɔlɔ-pɛrɛ/kɔlɔ-pɔ̂rɔŋ...school
taa...town
kɔli...iron, machine
kpalâŋ...farm, field
kpanâŋ...village
kwíi...foreign, white (European)
-láa...name
mí...where
sɛŋ...thing (pl. sãâ)
kéleŋ...vehicle (car, truck, boat)
nuu...person (pl. nûa)
-ŋa...people
-ɓela...plural for 'nuu' in compounds
kîe...together, each other
nyíŋi...this one
nyíti...that one
fêɛ...it is necessary

### Verbs

lí...go
wɛ́li...want, like, love
kula...take out, come out
maa-kɔri...study
sia...walk, beat, rub, drive
ɣale...break, beat
sɔ́lɔ...sew

Nationality/Ethnic Groups

Yúo-ŋa...American people

Laibia-nuu...Liberian

Kpɛlɛɛ-nuu...Kpelle

Mɛni-nuu...Mandingo

Manɔ-nuu...Mano

Kuruŋ-nuu...Kru

DIALOGUE

Listen to the dialogue as the tutor reads it. Then go through it, repeating each line after your tutor. Encourage him to very strict about your pronunciation. After you understand all of it, tape your tutor saving it to use for further study.

| | | |
|---|---|---|
| Tom: | Ya tûa. | Good day. |
| Sumo: | m̀m̀. Ya tuâ. Kú mɛni naa? | Good day. What news? |
| Tom: | Mɛni nyɔɔ fé naa. | No bad news. |
| Sumo: | ílaa ɓa gbêɛ? | What is your name? |
| Tom: | Náa ɓa Tom. ílaa ɓa gbêɛ? | My name is Tom. What is your name? |
| Sumo: | Náa ɓa Sumo. | My name is Sumo. |
| Tom: | íkula mí naa? | Where are you from? |
| Sumo: | A kula Suakoko-daaì. Nawe, íkula mí naa? | I live in Suakoko. Where are you from? |
| Tom: | A kula yuo-ŋa. | I'm from America. |
| Sumo: | íkaa nuu-kole? (Piis Kɔɔ). | Are you a Peace Corps Volunteer? |
| Tom: | Owêi. Ngáa kɔlɔ le ɓé. Le tíi ɓe ya gè? | Yes. I teach school. What do you do? |
| Sumo: | Vé tíi kɛ. A li kɔlɔ pɔrɔŋ. | I don't work. I go to school. |
| Tom: | Ya lîi kɔlɔ-pɛrɛ-muu lèni-ma? | Are you going to school now? |
| Sumo: | Owêi. Kua paî lí a gie. | Yes. Let's go together. |

TEXTS

Listen with your books closed while your tutor reads this; listen for words that you know. Have him read it a second time. Then go through line by line, and do not go to a new sentence until you understand what the sentence means. Then ask/answer questions on the contents of the text. When you are finished, record your tutor.

Text 1

ńýaa ɓa Mary. ŋgáa kɔlɔ-pɛrɛ-nuu. ŋ́gáa Gbaŋa daai. ŋ́gáa a Kpɛlɛɛ-nuu. ŋ́gáa kwíí-woo maa kɔlìì. ǹèe káa a tíi-kɛ́-nuu. ǹèe ká a Kaitaa.

My name is Mary. I am a student. I live in Gbarnga. I am a Kpelle. I am studying English. My mother is a farmer. She lives in Kaita.

Text 2

Nawe káa nuu láa ɓa Linda. Linda káa nuu-kole. Gáa tíi-kêi Kakataa. Gáa Kpɛlɛɛ-woo maa kɔli. Gáa a-daa-daa-nè. à kula Yuo-ŋa. A welii é lí Dukɔ̀ɔ.

This is my friend Linda. Linda is a Peace Corps volunteer. She works in Kakata. She is studying Kpelle. She is a nurse. She is from America. She wants to go to Monrovia.

GRAMMAR AND CULTURE NOTES

1. Possessive Pronouns - Independent Nouns

| | | | |
|---|---|---|---|
| ŋá (see Note 2) | "my" | kú | "our" |
| í | "your (sing.)" | ká | "your (pl.)" |
| ŋɔ̀ | "his, her, its" | dí | "their" |

As you can see, these are quite similar to the pronouns for dependent nouns. You need to know, however, that independent nouns do not require a pronoun or possessor. If you use a pronoun or possessor, however, you must also use the suffix /-i/ as in the specific. The suffix used without an initial low tone in the noun means "the one mentioned before" or "the one we're talking about."

| | | |
|---|---|---|
| Examples: | ŋáperɛi | "my house" |
| | ŋákâloŋ | "his chief" |
| | kúseɣei | "our clothes" |

2. Dialect Variation

The singular possessive pronouns vary somewhat. In the northern areas you may hear /ŋɔ́/ or /a/ for "my", /é/ for "your", and /ŋà/ for "his, her, its." Thus, listen carefully for what your informant and neighbors say. Also make sure you use the right tone or there may be some confusion.

3. Object Pronouns

It may seem as if there are too many pronouns to remember; however, when you look at them, you will see that they are almost all the same. In fact, the object pronouns are the same as the possessive pronouns for dependent nouns; the only difference lies in the fact that they come directly before the verb.

| | | | |
|---|---|---|---|
| Ń | "me" | kú | "us" |
| í | "you (sing.)" | ká | "you (pl.)" |
| | "him, her, it" | dí | "them" |

| Examples: | ŋgáa | "see me" |
|---|---|---|
| | kú lɛ́ | "teach us" |

4. Imperative

You have been using this since the first lesson when you learned commands. In Kpelle the imperative is expressed:

| |
|---|
| (ye) + verb stem - "you (sing.)" |
| kwa + verb stem - "we" |
| ka + verb stem - "you (pl.)" |

| Examples: | (ye) pá. | Come (sing.). |
|---|---|---|
| | ka pá. | Come (pl.). |

This is used in the same situations as the English imperative.

The negative imperative is formed as follows:

| |
|---|
| negative pronoun + verb stem + low tone |

| Examples: | ifé pà. | Don't come (sing.). |
|---|---|---|
| | kafé pà. | Don't come (pl.). |

5. Hortative/Consecutive

First, look at the uses of this form of the verb. It is used to express ideas like "we should," "let's," "have someone do."

| Examples: | é lí. | He should go. |
|---|---|---|
| | kú lí. | Let's go. |

This form is also used for the second of two verbs when it expresses the result or goal of the first verb.

| Examples: | pá íŋáa. | Come and see it.<br>(Lit. - Come you it see.) |
|---|---|---|
| | ŋá ŋwɛ̂lii ŋá lí. | I want to go.<br>(Lit. - I it want I go.) |

To form the hortative or consecutive:

| pronoun + verb stem |
|---|

These are the pronouns:

| | | | |
|---|---|---|---|
| ŋá | I | kú | we |
| í | you (sing.) | ká | you (pl.) |
| é | she, he, it | dí | they |

As you can see, they differ only in the singular from the other pronouns.

The negative is formed as follows:

| negative pronoun + verb stem + low tone |
|---|

If the first verb is negative, then the negative pronoun is <u>not</u> used for the second.

| | | |
|---|---|---|
| Examples: | fɛ̂ɛ vé pà. | It's necessary that he not go. |
| | | He shouldn't go. |
| | fé ŋwêlii ŋá lì. | I don't want to go. |

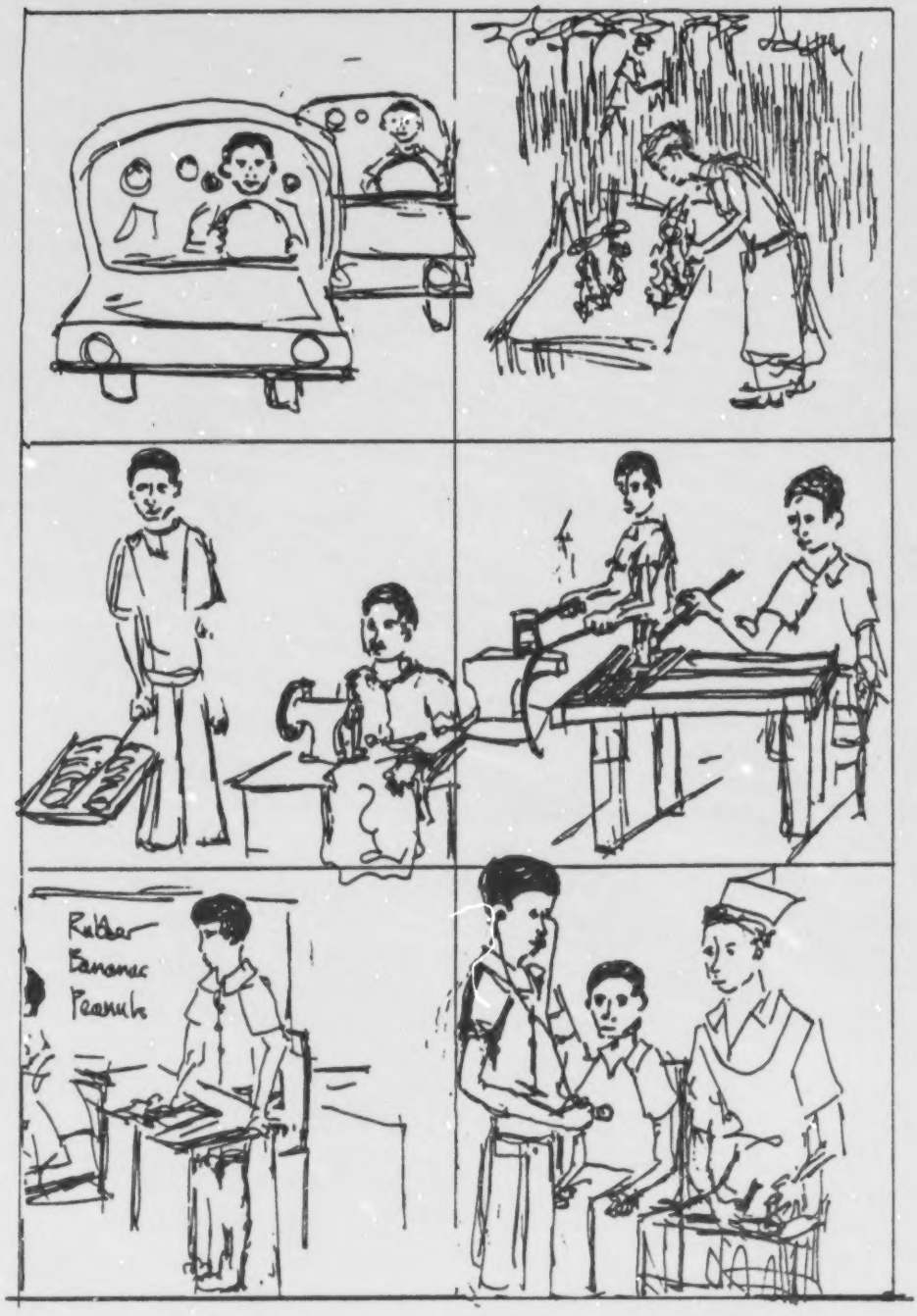
This verb form is also used for narratives (relating stories, etc.)

EXERCISES

1. Have your informant ask who someone in the picture is. You respond by giving the person a name and then his/her occupation.

   Example:

| | | |
|---|---|---|
| Tutor: | Gbɛ̂ɛ ɓe tí? | Who is that? |
| Student: | Togba ɓe tí. Gàa a tíi-ké-nuu. | That is Togba. He is a farmer. |


Rubber
Bananas
Peanuts

2. Using the same pictures, tell your tutor what each person is doing.

   Example: Dí pâi. They are coming.

   Only appropriate answers are acceptable. The more you can give, the better the practice.

3. Review "What/Where is this/that" by using the pictures. You can ask or answer questions; alternate with your tutor.

   Example: Lé be ŋí? Wúlu be tí.

4. Do exercises 2 and 3, but give all responses in the negative.

5. Using the pictures, tell your informant what <u>each person</u> should do.

   Examples: <u>é</u> lí. Fêɛ é lí.

6. Using /wɛ́li/ and /pá/, create 5 sentences which require the consecutive verb form.

   Example: Pá ígáa.

7. Transcription Practice

   Have your tutor read one of the dialogue - sentence by sentence. Write it as he dictates, then compare it to the text and correct. Check your errors so you will know what you need to practice listening for.

8. Pronunciation Drill

   Say after your tutor. Then tape and use as before.

| | | |
|---|---|---|
| kú lí | kú lì | (Note: /lí/ is consecutive; /lì/ is past.) |
| ká lí | ká lì | |
| kú mèni | kú méni | |
| kú lì naa | kú lí naa | |
| dí lì | dí lí | |
| dí gɛ́ | dí gɛ̀ | |
| ŋà lí | ŋà lì | |

9. Homework

   a. Memorize the dialouge (follow guide for self-study).

   b. Interview your informant (in Kpelle) and then write down the answers as a "biographical" sketch of him. Read it to him, have it corrected, read it again. Then have your tutor tape it.

REVIEW

1. Can you answer these questions in Kpelle?
   What do you do?
   Where do you come from?
   What nationality are you?
   What is your name?
2. Can you ask those questions in Kpelle?
3. Can you give the Kpelle name for 4 occupations? Do you know what these people do here in Liberia?
4. Do you know the difference in the meaning and the use of the Imperative and Hortative?

SELF-STUDY TECHNIQUES

When you have memorized a dialogue or text, here are some things you can do:

1. Have your tutor begin a sentence; you complete it. Do these in random order.
2. Say it in unison with your tutor on the tape.
3. Write it out and check for accuracy.

## LESSON FIVE.....REVIEW LESSON

Have your tutor read the following text - don't look at the text. Have him read it a second time. The third time, have him read it one sentence at a time, pausing after each sentence. Then answer the questions on the next page: first orally, then in writing.

ńáa ɓa Waah-tee Gbarmue. A kula Gbarumu daaì. Gáa Gbarnga-daaì. ńée da náŋ, dikaa tíi-kɛ-ɓela. ŋáa lí People's High kɔlɔ-pɛrɛ-mu. ŋáa kwíi-woo maa kɔlìì. á ŋwêlii lí Dukɔɔ. ńêye-surôŋ, Mafiu, le ɓe a gè? Gáa a kɔlɔ-pɛrɛ-mu boi:

Questions

a. ǹáa ɓa gbêɛ?

b. A kula me naa?

c. Taa ɓe ŋí?

d. ǹâŋ tíi káa?

EXERCISES

1. Have your tutor read the text, one sentence at a time for you to write down as a dictation exercise. Correct by comparing with the original.

2. Translate the text.

3. Translate into English.

   a. ǹee káa ɓé.

   b. ńáa ɓa Folomo.

   c. ńóŋ káa naa.

   d. ǹáa ɓa Folomo.

   e. ńîa kaa ɓɛ.

   f. Gbêɛ ɓe ni?

   g. Mɛni nyɔɔ fé ɓé.

   h. Siɣe i tɔ́ɔ.

   i. ɓɛrɛì ká tí.

   j. Wɛnî fé naa.

   k. Díkaa lónôi.

   l. Gáa ɓa mii.

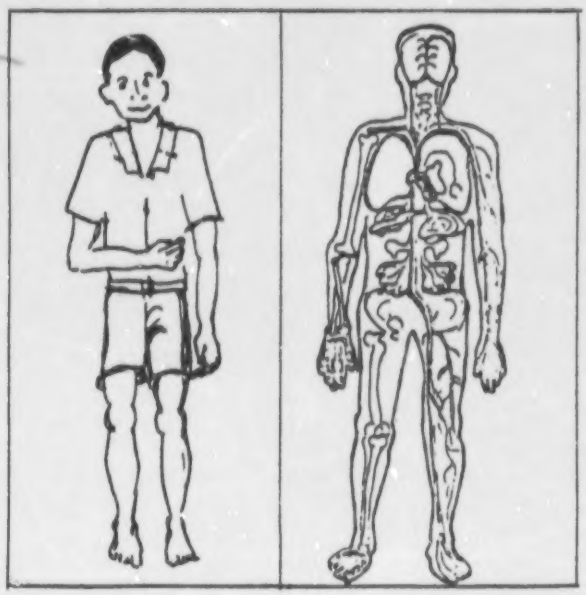
   m. ílaa ɓà gbêɛ?

   n. A kpɛlɛɛ-woo ɓò.

   o. Lé ɓe ya gêi?

7. Picture

Label the body parts (use "my").



4. Translate into Kpelle

   a. They are coming.

   b. He is a doctor.

   c. I want to go.

   d. They are not coming.

   e. What's new?/What news?

   f. Sit down.

   g. I should go.

   h. We are coming.

   i. They are Liberian.

   j. Do you understand?

5. Make a sentence with each of these words and then translate it into English.

   a. gɔ́ɔ

   b. ŋuŋ

   c. le

   d. kɔlɔ

   e. kɔɔ

   f. lɔ̂lɔŋ

   g. ŋyii

   h. lɔ́no

   i. lɛ́

   j. kpâlaŋ

6. Conversation

   Greet your tutor; ask and answer at least 4 personal information questions.

GRAMMAR SUMMARY

1. Pronouns

Subject - Progressive

| | |
|---|---|
| ŋa.....I | kwa.....we |
| ya (ba).....you | ka.....you |
| a.....he, she, it | da.....they |

Subject-Hortative/Consecutive

| | |
|---|---|
| ŋá.....I | kú.....we |
| í.....you | ká.....you |
| è.....he, she, it | dí.....they |

Possessive-Dependent
Direct Object Pronoun

| | |
|---|---|
| Ń-.....my/me | kú-.....our/us |
| í-.....your/you | ká-.....your/you |
| ` .....his, her, its/him, her, it | dí-.....their/them |

Possessive - Independent

| | |
|---|---|
| ŋá.....my | kú.....our |
| í.....your | ká.....your |
| ŋɔ̀.....his, her, its | dí.....their |

2. Verb Forms

Equative

| | | |
|---|---|---|
| Question: | interrogative + ɓa + {ní, ŋí, tí} | le ɓa ŋí? |
| Statement: | noun + ka + {ní, ŋí, tí} | kpee ka ŋí. |
| Negative: | noun + fé + {ní, ŋí, tí} | kpee fé ŋí. |

Progressive

| | | |
|---|---|---|
| Affirmative: | pronoun + stem + ì | kwa pâi. |
| Negative: | pronoun fé + stem + ì | kufé pâi. |

Imperative

| | | |
|---|---|---|
| Affirmative: | (pronoun) + verb stem | ka pá. |
| Negative: | pronoun fe + stem + low tone | fe pà. |

Hortative/Consecutive

| | | |
|---|---|---|
| Affirmative: | pronoun + stem | ŋá pá. |
| Negative: | pronoun fe + stem + low tone | fé pà. |

SECTION II

## LESSON SIX.....FOODS

GOALS

1. To learn to express location.
2. To learn the names of some common foods and animals.
3. To learn how to use Stative verbs, and differentiate marked and unmarked complement, and customary verb forms.

VOCABULARY

Animals (Sua)

ɓùi...pig
tɛ́ɛ...chicken
kwii-tɛɛ...duck
ɓ̂oli...goat
ɣ̂ila...dog
ɓála...sheep
niŋa...cow
kpeyɛ...oppossum
ɓɛ́ɛla...black deer
loma...red deer
looŋ...squirrel

Fruit (wuru-ba)

gòi ~ gwêi...banana
gwèi-kpaya-kpaya...plantain
dɔɔkɔ́rɔŋ...papaya
maŋuŋ...mango
kwî-tou...pineapple
gamɛ́nɛ (gamɛ́lɛ)...orange
gamɛ́nɛ-kpaya-kpaya...grapefruit

Post Positions (dependent nouns)

mù...area inside or under
mà...area on surface
lá...at, area near
kɔlɛ...near, in vicinity of, beside
su...in
pɔ̀lu...behind, on the far side of
mɛi...above, area above

Vegetables (tuma-laa)

tuma-laa (tumaa)...greens
manaŋ...cassava
manaŋ-láa...cassava greens
yáu...yam
yaɓa...onion
ɓá...cooked rice
mɔlɔŋ...uncooked rice
kûyeŋ...potato
kûyeŋ-laa...potato greens
kiyêŋ...hot pepper
gbai...corn
tɔ̃ɔ...bean
téa...pumpkin, squash
gbunɔɓ̂ele...eddo, coco yam
yata-laa...water greens
gbɔ-lʔa...a water green
manaŋ-sîaa...pounded cassava

Other

mii-sɛŋ...food
kpaya-kpaya...big
laa...leaf
kɔlɔ-làa...page in a book
ɣ̂áloŋ...egg
nyɛ́ɛ...fish
wulɔ...palm oil, oil
gára...mat
lɔii...ground, earth
lɔɔ...bush, uncultivated area
pere...road
mí...where

Post Positions (continued)

kɔɔ-yee mɛi-pɛ́rɛ...on the left side
tú̀ɛ...front of

Other (continued)

mii...eat
lá̀o...stew
a kɛ̀...so that, in order to
kɔ́lɔŋ...know, learn, find out, get acquainted
kɔ́ŋ...raise, rear, bring up
tɔɔ...raise, breed, build
soŋ...catch
ta...some
kpɔŋ...help
féla-fe...fees, tuition
sí...plant
kpɛɛ...pay out

DIALOGUE

| | | |
|---|---|---|
| A. | Fúlomo káa naa? | Where is Fulomo? |
| B. | Fúlomo fé naa. Fúlomo káa daai su. | He's not here. He's in town. |
| A. | Ya lii mî na? | Where are you going? |
| B. | Ngaa lii nɔ́ɔi-kpalaŋ-ŋa. | I'm going to the market. |
| A. | Le bê yá lii yài? | What are you going to buy? |
| B. | ŋa lii nyɛ̃ɛ da tuma-laa yài. | I'm going to buy fish and greens |
| A. | ŋ́gáa lii daai-su. ŋ̀gáa lii wúlɔ yài. Le bê Fúlomo káa li gɛ̀i daai su? | I'm going to town. I'm going to buy oil. Why is Fulomo going to town? |
| B. | Gaá lii ŋɔkɔlɔ-pɔrɔŋ féla-fe gbɛɛ. Gáa berei su. à tɔ́ɔni ŋúrui mu. | He is going to pay his school fees. He is there on the road. He is standing under the tree. |

TEXTS

Have informant read the text to you. Listen until you think you understand the main points (the informant may read it 2 or 3 times). Then try to retell the main points in your own words. You will notice that the whole text is given, then a translation. You should try to understand the Kpelle first, then look at the translation for clarification.

Text 1

A. Iláa bà gbɛɛ̂?

B. ŋ́áa bà Mɔlubà. Kpalaŋ tii káa ŋyeei. Kwa mii-sɛŋ sí naa. m̀ii-sɛŋ láa bâi manaŋ, gòi, kúyeŋ, gbûnɔbele, ya bà da mii-sɛŋ sî támaa ŋa.

A. What's your name? (Who are you?)

B. My name is Moluba. I have a farm. We plant foodstuffs there. Some of the foods we plant are cassava, bananas, pepper, eddoes, and onions and others.

Text 2

Berei kwa lɔɔ-sua tɔɔ. Kwa li nɔɔi sù. Kú zuai sóŋ. Kú pa la daai sù. Zuai ta ni láa ɓa: kpeɣê, ɓéɛla, loma da looŋ.

This is the way we raise animals. We go into the bush. We catch the animal. We bring it to town. Here are the names of some of the animals: oppossum, black deer, red deer, and ground squirrel.

GRAMMAR AND CULTURE NOTES

1. Locatives

In English we usually describe the location of something by using a prepositional phrase - "in the box," "on the table," etc. Kpelle uses a system of nouns to express these ideas. You have already learned here/there. (naa/ɓɛ). As you can see in the dialogue and text, the other locative expressions are noun phrases: generally an independent noun followed by a dependent noun. Formally it is:

| possessor noun + locational/spatial noun, dependent + specific form |
|---|

Examples:

| Possessor Noun | | | Dependent Noun | |
|---|---|---|---|---|
| pɛrɛ | 'house' | + | mù | 'space inside' |
| | = ɓérɛi mu...'inside the house' | | | |
| pɛrɛ | 'house' | + | lá | 'space at, space near' |
| | = ɓérɛi la...'near the house' | | | |

Nɛnîi gáa ɓérɛi mu...'The woman is in the house.'

Further, if you want to indicate the location of the activity expressed by the rest of the sentence, this phrase is placed after the verb. If placed elsewhere in the sentence, these noun phrases can be used to express slightly different ideas:

as indirect object: kú kàa ɓɛrɛi mù..."We looked inside the house."

as the subject: ɓérɛi mù tɛi....."The inside of the house is big."

2. Stative

Stative is a term used to refer to a class of verbs which use

a marker to indicate a condition of being: I sitting, I am standing, etc. For now, you need only remember three of them: sit, stand, sleep. "-ni" is always used in Sanoyea Kpelle. In Jorquellie, it is sometimes omitted.

| subject pronoun + a + stem + nì |
|---|

Example: Kaa seêní..."You (pl.) are seated."

As you might suspect, it is not the commonest verb form.

| negative pronoun + verb stem + (nì) |
|---|

Example: Ifé sẽe (nì)...."You are not sitting."

3. Customary

This is simply the form of the verb used in discussing what is ordinarily or habitually true. In English we say things like "I speak English." "I go to shcool." These same ideas are expressed through use of the customary form in Kpelle.

| pronoun + mid tone + a + verb stem + low tone |
|---|

Example: Kwa kpèlɛɛ - woo ɓò..."We speak Kpelle."

Negative:

| subject pronoun + fa + stem + low tone |
|---|

Example: Kúfa kpèlɛɛ - woo ɓò..."We don't speak Kpelle."

| | | | |
|---|---|---|---|
| fa | I | kú fa | we |
| ifa | you | ká fa | you |
| va | he, she, it | di fa | they |

4. Objects

You already have learned that object pronouns precede the verb. In Kpelle all direct objects come before the verb.

Example: Kú zuai sóŋ. "We catch animals."

5. Marked vs. Ummarked Complements

In Kpelle only a few phrases come after the verb in a sentence. These phrases are generally referred to as complements. There are two types of complements. Thus far we have lerned those we can label "unmarked" so called because they carry no explicit grammatical marking.

Examples: ɓérɛi káa daai pòlu. "The house is on the other side of town."

ɓérɛi káa naa. "The house is there."

In the dialogues you have seen others called "marked" complements. For example, Gé a maa fɛlaa..."Do it quickly." "A" is the marker. These will be discussed at length later. The important point: these are the only types of phrases which come after the verb in Kpelle. Complements are a very small set of constructions in Kpelle.

6. The staple for the Kpelle, as most Liberians, is rice. They grow upland rice, although much of the rice is imported to prevent "hungry time." The usual meal consists of greens cooked in palm oil with pepper and, perhaps, fish served over rice. Fruits and cassava are the common foods in the Kpelle diet. In the markets you will find the ingredients for láo: greens, eggplant, okra, maggi cubes, tomato paste, smoked fish, peppers, palm oil, and onions.

7. Yá li miî-ta?

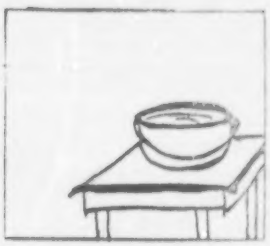
/ta/ is a word which makes the question more polite. This is Jorquellie Kpelle. In Sanoyea Kpelle, the word used is /na/. These

are placed after the verb in short questions when addressing someone to whom you want to show respect or friendship. If you do not use them, it is not rude, however.

EXERCISES

1. Describe where objects are in these pictures. Be sure to use full sentences.

   Example: 'Gáa ɲwulii mu.'



2. Identify the following using full sentences.

3. Draw a map of your village or quarter (some area of reasonable size) showing the locations of buildings and other features. You will note that all larger Liberian communities are divided into quarters. You can then use this map with your tutor to describe locations and to ask for locations - next to, at, behind the homes of specific people, etc.

4. Have your informant give you directions for drawing a map. Then draw the map; have your tutor check it.

   Example: There is a road in front of a store. Next to the store is a mosque. Behind the mosque is a tree. Under the tree is a house.

5. Go to the market with your informant. Have him point to objects and ask "What is this/that?" Answer the question.

6. Substitution drills

   These drills are used to present a specific grammatical structure. The procedure is for the tutor to read the first line. The student listens, then repeats, without looking at the book. If the tutor is dissatisfied with the first attempt, he will say the line again for the student to repeat. Then he moves on to the next line. It is not necessary to memorize each line, only to repeat it correctly and fluently.

   Substitution drills are for practicing vocabulary already learned or introducing new vocabulary. The drill begins with a model sentence, which the tutor reads and the student repeats, without looking at the book.

   Then the tutor will say a single word. The student replaces one word in the model sentence with this new word and says the new sentence. The tutor may model this sentence for the student to repeat again, if it was not satisfactory on the first try.

   The following shows how a substitution drill works, using an English example.

   Teacher: I am going home
   Student: I am going home.

Teacher: to the store
Student: I am going to the store.
Teacher: to town
Student: I am going to town.

Use: mù su
mà pôlu
là mɛi
kɔlɛ

a. He is _____ the house
market
school
rock
tree
mat.

b. The book is _____ table
chair
house
school
ground.

c. Go to _____ school
the store
the house
the tree
the road
the church.

d. I am _____ sitting.
He is _____ standing.
They are _____ sleeping.

e. Don't go _____ school
the store
the house
the tree
the road
the church.

f. I'm coming from _____ school
the store
the market
the church
Totota
Monrovia
the farm.

7. Homework

Write a text (at least 5 sentences) describing the layout of a market with which you are familiar. This may require a refresher visit to the market.

SOUND DRILLS

Transcribe, then pronounce from dictation.

| | | | |
|---|---|---|---|
| kóli | 'quarter' | pére | 'house' |
| kɔli | 'leopard' | lɛ́lɛ | 'good' |
| kɔlɛ | 'nearness' | pɛlɛ | 'small' |
| gòi | 'banana' | ɣɛ́lɛ | 'laugh' |
| ɣiri | 'tie' | pari | 'pool' |

| | |
|---|---|
| Gbéɛ beti. | 'Who's that?' |
| A kpèlɛɛ-woo bò. | 'He speaks Kpelle.' |
| Mɛni lɛ́lɛɛ káti. | 'That's good.' |
| ǹyiŋi siɣe. | 'Take this.' |
| Bérɛi lá tɛ́. | 'Close the door.' |

REVIEW

1. Can you describe the location of one object with respect to another? Review the pictures in Exercise 1. Can you do it without hesitating?

2. Do you know the names of the most common foods and animals in your area? Have you asked for the names of any you see that are not in the vocabulary. List the names of as many food items as you can; check list with vocabulary and with your experience.

3. Translate into Kpelle:
   I am sitting.
   He speaks Kpelle.
   I go to school.
   He doesn't eat meat.
   They are not standing.

   Make up some drills for any that you hesitate on.

SELF-STUDY TECHNIQUE

As you proceed to study (and use) Kpelle, you may find that you can profit from periodic reviews of lessons already completed. One way to review is to combine the old material - vocabulary, grammar - with newer material. For example, you can use the drawings as a base for longer descriptions or short stories. Use the old vocabulary in the drills of new lessons. Try to construct similar dialogues or texts.

# LESSON SEVEN.....NUMBERS AND BARGAINING I

GOALS

1. Learn to ask and respond to numerical questions: how much, how many?
2. Learn numbers 1 - 100.
3. Learn how to use numbers with nouns, e.g. 4 chickens.
4. Learn how to form the past tense.
5. Learn to say "have".
6. Learn how to indicate indirect objects.

VOCABULARY

Other

sɛŋ-kao...money, change
sɔ̃ɔ̃...price
yá...buy
ta...some
kɔlɛ...sell
kélee...all
támaa...many, much
fé...give, hand over
féla-fe...pay
féla...wages, fees
ní (San.) or ti (Jor.)... politeness particles
ɣɛɛlu...how much, how many

Adjectives

sɔ̀ɔŋ-kɛtɛi...expensive
kɛ́tɛ...big, large
digbɔ...small (Jor.)
kura...small (San.)

Money

kâpa...penny, cent
fóŋ...5 cents
*nɛi or kàpa-puu...10 cents
tɔno fóŋ or sêleŋ fóŋ...25 cents
seleŋ fɛɛrɛ nɛ̂i...50 cents
dâla tɔnɔ or sêleŋ lɔɔlu...1 dollar
*pâŋ tɔnɔ or dàlanáaŋ...4 dollars

Units

bɔ̂ki...bucket
kɔ̂pu or kɔ̂pi...cup, rice measure
pâu...pound
gâloŋ...gallon
ɣiri...bunch, bundle
sane...bottle
gãla...box
dâla...dollar
kâpa or kãba...money, coins, penny
dɔ̂siŋ...dozen
bɔrɔ...bag
zìɛ...group

Phrases

zɔ̀ɔŋ-kɛtêi...(this) is too expensive
zɔ̀ɔŋ-kɛtêi a dámaa...The price is too high.
zɔ̀ɔŋ fé kɛ́tɛ ti..The price is not high.
zɔ̀ɔŋ-kɛtêi a nanáaŋ...The price is really too high.
zɔ̀ɔŋ-maa ye...Lower the price.
nyíti fé kɛ́tɛ ti...That is not enough.
Gaá a ɣɛɛlu?...How much does it cost?
_____ɣɛɛlu ɓe naa?...How many _____ are there?
_____ɣɛɛlu ɓe iyée-ŋa?...How many _____ do you have?

*Older generation usage.

## Phrases (Continued)

Ya ŋwɛlii a _____?...Do you want _____?

ɣɛɛlu ɓe yá pɔri yà la?...How much can (will) you pay?

### Numbers

tɔnɔ...1

feerɛ...2

saaba...3

náaŋ...4

lɔ́ɔlu...5

lɔ́ɔlu mɛi da...6

lɔ́ɔlu mɛi feerɛ...7

lɔ́ɔlu mɛi saaba...8

lɔ́ɔlu mɛi náaŋ...9

puu...10

puu káu tɔnɔ...11

puu káu feerɛ...12

buu feerɛ...20

buu lɔ́ɔlu mɛi náaŋ...90

ŋuŋ or ŋɔ̂ndɔ tɔ́nɔ...100

ŋuŋ feerɛ...200

wala tɔ́nɔ...1000

DIALOGUE

| | | |
|---|---|---|
| A. | Yá mɔlɔŋ kɔlɛi? | Are you selling rice? |
| B. | Owêi. ŋa mɔlɔŋ kɔlɛi. | Yes. I am selling rice. |
| A. | Kɔpu tɔ́nɔ káa a ɣɛɛlu? | How much is one cup? |
| B. | Kɔpu tɔ́nɔ káa a selêŋ fóŋ. | One cup is 25 cents. |
| A. | Kɔpu puu káa a ɣɛɛlu? | How much are 10 cups? |
| B. | Kɔpu puu daa dala feerɛ selêŋ feerɛ nɛ̃i. | Ten cups are $2.50. |
| A. | Zɔɔŋ maa ye. | Lower the price. |
| B. | Owêi. Dala feerɛ selêŋ fóŋ. | Okay. $2.25. |
| A. | ŋá wɛ́lii gôi ta da kiyêŋ. | I want some bananas and peppers. |
| B. | Kiyêŋ káa ńyee-ŋa ɓɛ. Giyɛŋ káa nɛ̃i zia tɔnɔ. Nyabai káa selêŋ fóŋ dɔnɔ. | I have peppers here. Peppers cost 10 cents. My onions are 25 cents. |
| A. | Owêi. ŋa wɛ́lii mɔlɔŋ kɔpu puu, da kiyêŋ zia saaba, da yaba tɔnɔ. Gáa a ɣɛɛlu? | Okay. I want 10 cups, 3 peppers, and one onion. How much does it cost? |
| B. | Dala feerɛ seleŋ náaŋ. | $2.80. |

TEXT

Lɔɔ-kpálɛŋ feerɛ káa Gbâŋa. ǹɔɔ-kpálaŋ kɛ́tɛi da Sɔne lɔɔ-kpálaŋ. ǹɛni-ŋa da mɔlɔŋ, kiyêŋ, tuma-laa, yaɓa, tɛɛ-ɣáloŋ da wúlɔ kɔlɛ naa. Yá pɔ́ri mɔlɔŋ-kau yái kɔ̀ɛ (kɔpu) ma da tɛ́ɛ ɣáloŋ buu-kau dɔ̂siŋ feerɛ ma Sãa sɔ̃ɔ fé kɛ́tɛ ni. Túma-laa káa fóŋ ŋiri tɔnɔ.

There are two markets in Gbarnga: the big market and the Sunday market. The women sell rice, peppers, greens, onions, eggs, and oil there. You can buy rice by the cup and eggs by the dozen. Prices are not too high. Greens cost 5 cents a bunch.

GRAMMAR AND CULTURE NOTES

1. How Much/How Many

The Kpelle word yɛɛlu is a question word requesting information about quantity. It translates into English as either 'how much' or 'how many'.

Examples:

| | | |
|---|---|---|
| How much (does it cost)? | = | yɛɛlu ɓe? |
| How many are there? | = | yɛɛlu káa naa? |
| How many ___ did you bring? | = | Yá pà à ___ yɛɛlu? |

2. Noun + Number

In Kpelle, the noun comes first, then the numeral.

Example:

| | |
|---|---|
| tɛ́ɛ naaŋ | "four chickens" |

There are several words which act as numerals.

Example:

| | |
|---|---|
| ta | "some, any" |
| kélee | "all" |
| tɛɛ támaa káa ɓɛ́. | "There are a lot of chickens here." |
| támaa | "a lot of, many" |

Do not use the specific form for the independent (the first) noun. You can use numbers without the noun.

Example:

| | |
|---|---|
| veerɛ | "2 of them" |
| veerɛi | "the 2 of them" |

3. Past Tense

The ordinary past, used to refer to activities that occurred before present is formed:

| pronoun + verb + low tone | (same as Hortative) |
|---|---|

Examples:

| | |
|---|---|
| è lòno. | 'He spoke.' |
| kú ɓá mìi. | 'We ate rice.' |

Negative:

| negative pronoun + verb stem + ní |
|---|

Examples:

| | |
|---|---|
| vè lónoní. | 'He didn't speak.' |
| ífe mii ní. | 'You didn't eat.' |

4. To Have

In Kpelle "to have something" is generally expressed by using a verbal form of "in my hand".

Independent nouns:

| X káa + possessor pronoun + yée + ì |
|---|

This is equivalent in meaning to "I am having it in my hand".

Negative:

| X fé + yeé + ì |
|---|

There are a few other verbals of this sort: they have both noun

and verb characteristics, and a meaning of place and continuous action.

Examples:

| | |
|---|---|
| tɛ́ɛ káa ńyɛ́ɛ̀i. | "I have a chicken." |
| tɛ́ɛ fé nyɛ́ɛ̀i. | "I don't have a chicken." |
| mí ɓà ipɔ taâi? | "Where is your home?" (Where is the living place?) |

5. Numerals

Numerals are similar to nouns in Kpelle. They can be given a prefixed low tone to indicate that a certain number of the total is being discussed and are known to speaker and hearer:

| | | | |
|---|---|---|---|
| tɔ̀nɔ | 'one' | dɔ̀nɔ | 'one of them' |
| ta | 'some' | da | 'some of them' |

If the numeral is modifying a noun, however, then the low tone only affects the noun and the number keeps its stem form.

Example:

| | |
|---|---|
| bɛrɛ ta | "some houses (of those already mentioned)" |

The specific suffix can also be indicated with numbers:

| | | |
|---|---|---|
| tɔ̀nɔ...'one' | dɔ̀nɔ....'one of them' | dɔ̀nɔi...'the only one' |
| feerɛ..'two' | veerɛ...'two of them' | veerɛi..'the two of them' 'both of them' |

Note that neither ta nor keelee takes the specific.

6. Indirect Object

In English it is possible to say either 'give me the book' or 'give the book to me.' Kpelle also distinguishes between an object (book in the above example) and the person to whom things are given, said, shown, etc. For this second function Kpelle uses a

special set of pronouns:

| | | | |
|---|---|---|---|
| mà | me | kùa | us |
| yâ | you | kâa | your |
| ǹà | him/her/it | dîa | them |

These always come <u>after</u> the verb as in:

è ǹò mà. "He told it to me."

You will find that many of the Kpelle verbs which use this "ma" series are the same as those in English which are "to me" verbs. <u>But</u> this is not always the case. In Kpelle, for example, "help" ...<u>kpɔŋ</u>, uses the "ma" series, while "give"...<u>fé</u> uses a different pronoun set altogether, the "mi" series. Hint: Use "ma" whenever the sentence seems to require a "to ___" form. You will be right more often than not. Whenever you notice a verb with a "ma" after it, take note of it, so you will remember.

7. <u>Markets</u>

In villages, the markets are generally held only on set days, generally once a week. The goods available in a given stall, are restricted in their range: cloth and locally used/produced foodstuffs. Ordinarily the sellers include a mixture of local farmers and a few itinerant traders. Larger settlements along the highways have permanent stores and a daily market. These markets usually offer a wider range of raw and prepared foods, household items like soap, charcoal, and oils, and cloth and clothing. Other craft items may also be displayed. The stores are generally operated by Lebanese traders, although some Kpelle and Mandingoes operate small stands and stores. These stores sell canned and packaged goods, imported items, hardware, batteries, and household furnishings.

There is seldom any bargaining in town markets and stores. On occasion, traders may come to the market and will bargain. In the established towns like Gbarnga and Ganta, however, there are market

associations. These associations charge the sellers fees for the use of market space and in return establish and enforce market regulations. The price floors are generally uniform as a result. Village markets are less organized, more flexible, and more personal. Since market customs do vary from place to place and over time, you may want to ask your Kpelle friends about the special practice in your area.

8. Numbers

To express a number from 11 to 99, this is the form:

If you are expressing 20, 30, 40, etc., then it is just:

| puu X |
|---|

Examples:

puu feerɛ = 20
10 + 2 = 20

puu káu lɔɔ lu mɛi feerɛ = 17
10 kau + 7 = 17

puu saaɓa káu feerɛ = 32
10 + 3 kau + 2 = 32

To say a number in the hundreds:

| ŋun (pôlu) 10's ____ |
|---|

Examples:

ŋuŋ tɔ̀nɔ pôlu puu náaŋ káu ŋaŋ = 144
100 4 polu 4 kau 4 = 144

ŋuŋ lɔ́ɔ lu mɛi feerɛ = 700
100 x 7 = 700

To say a number in the thousands:

| wála _____ŋuŋ _____ _____ _____ |
|---|

Examples:

wála feerɛ ŋuŋ saaba pôlu puu = 2310
1000 + 2 100 + 3 polu + 10 = 2310

Note: In counting, the lɔ́ɔlu of lɔ́ɔlu mɛi da, etc., is usually omitted.

9. Number and Gender

The number three is the women's number: female babies are publically presented three days after birth, secret society training lasts 3 years and so forth. Four is the male number with similar uses.

EXERCISES

1. Substitution Drill

| Use: | | |
|---|---|---|
| | bunch of bananas | 5 cents |
| | greens | 10 cents |
| | pound of meat | 25 cents |
| | oranges | 50 cents |
| | pineapple | $1.00 |
| | fish | $2.00 |
| | cup(s) of rice | $3.00 |
| | bottle(s) of beer | |
| | bag(s) of rice | |

Teacher: "How much is this _____? / are these _____?"

Student: "This _____ cost(s) _____."
"These

2. Substitution Drill

Use: buying — plus words from Exercise 1
cooking
paying
bringing

a. Teacher: What are you buying?
Student: I bought ____. What did you buy?
Teacher: What are you cooking?
Student: I cooked ____. What did you cook?

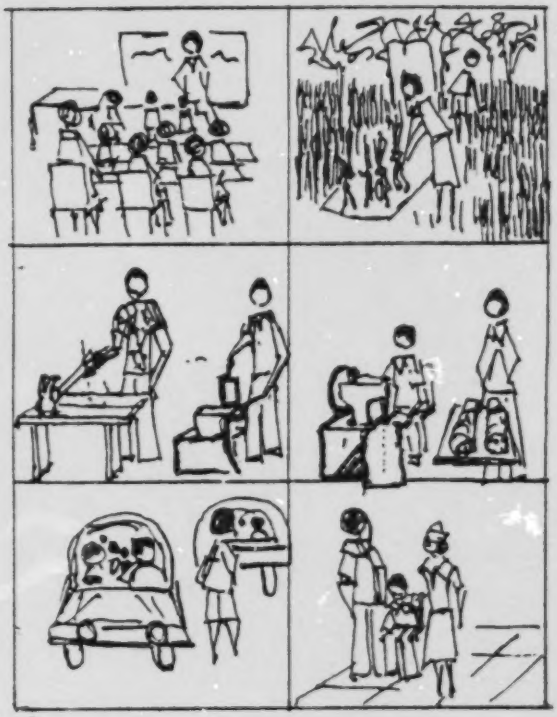
b. Teacher: What is that woman buying?
Student: She is buying ____. She bought ____.

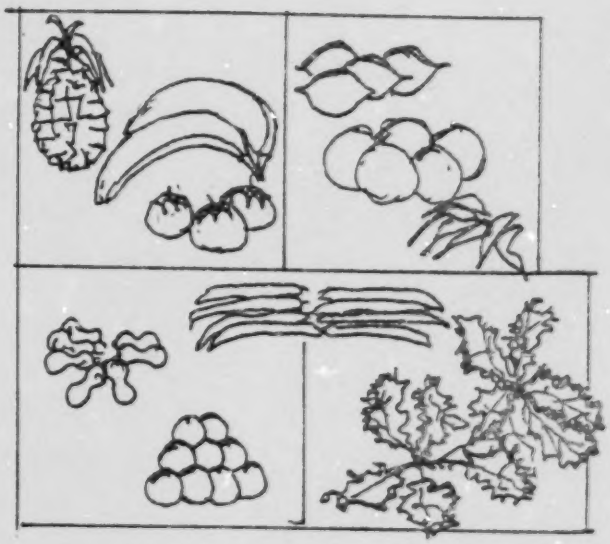
3. Action Drill

Bring about $10.00 in various coins. Then act out the following:

a. Be able to hold up and give the amount fluently!
b. When your tutor tells you an amount, be able to assemble it.
c. Pay for an item and receive change.

4. Count objects in the pictures. How many trees do you see? How many bananas? etc.





5. Substitution Drill

Use: I - me we - us plus words from Exercise 1 and
he - him they - them numbers
you - yourself

Teacher: How many ____ do you have?
Student: I have (number) _____. Give me _____ more.
Bring me _____ more.
Pay me ____ more.

Teacher: How many ____ does he have?
Student: He has ____. Give him ____ more.

6. Have your tutor read the text again. Answer questions about the text.

7. Have your tutor dictate the text. Check your version for accuracy.

8. Repeat Exercise 5. This time, answer: I have some ____.
   a lot of ____.
   a few ____.
   all ____.
   many ____.

SOUND PRACTICE

Repeat each line after your tutor:

gáa naa.

niŋa káa naa.

niŋa tɔnɔ káa naa.

niŋa tɔnɔ káa berei mà.

è pà.

è pà ɓé.

è pà ɓéreɪ mù.

núu náaŋ pà bereɪ mù.

téɛ káa ńyéêi.

téɛ lɔɔlu káa ńyéêi.

téɛ lɔɔlu mei da káa ńyéêi.

If you find it hard to repeat these without hesitation, have your informant do more, varying only one word at a time.

SELF-STUDY TECHNIQUES

Throughout this text, you have used simple pictures for drill and review. This same procedure can be used for acquiring new vocabulary, creating dialogues, and developing your ability to give longer descriptions and exposition. You can draw stick figure type pictures to

supplement these lessons and develop others for topics useful to you. Pictures used at an earlier stage of your study can be reused as you increase your command of Kpelle.

LESSON EIGHT.....FEELINGS AND STATES OF BEING

GOALS

1. To learn how to describe feelings or state of being: hungry, cold, etc.
2. To learn ordinal numbers.
3. To learn to express some directions.
4. To add to your information/vocabulary about food.
5. To learn to express the future.

VOCABULARY

ɓóa...knife
fãa...hot, heat, get hot
  kɔlɔ fãâi yâ?...do you have a fever?
ɣâla-pɛrɛ...church
ɣíli-pɛrɛ...cook shop
kala...grass, weed, trash, chaff, peeling, scale (of fish)
kala ɓó...to husk, to shell
kɔlɔ ɓó...to peel
kɔ̀lɔ-kɔlɔ...palaver sauce
kɔɔ-yée-mɛi-pere...(the) left
kpele...drink, swallow, suck
  lii-kpele-nuu...brave, courageous man
  a gaméne kpele...he is sucking an orange
kpɛtɛ...fix, make, create, grow, decide, get rich, circumcize
  nuu-kpɛtɛ ɣâla..man-made god, idol
  gbɛtɛ íkíli ŋá...make up your mind, decide
kpɔ́...very much (used after other modifier)
  ǹɛ́lêi kpɔ...very good
kwɛ̃lɛɛ...bitterball
láa mii-yée mɛi-pere...(the) right
láâi...bed, sleeping place
laiɛ...cold
lɛ́lɛ...good, nice, fine, beautiful
lômpo...room
mina...spoon
ŋêleŋ-ɣêleŋ...fry
nɛɛ.sweet, good-tasting, happy
  koi-nɛɛ ...happiness
  vénai ŋí nɛêi...this mushroom is delicious
  nênɛ be gɛ́-la nɛêi?...which is easier to do?
peleŋ...straight
pene...turn, stir, change
  lii-pen...repentance
pîleti...plate
-pɔɔ...ownership - mine, yours, his (equivalent to possessive pronoun in English, use with à)

néŋ...boil
yá nɛŋɔɔ..boiled water
pɔ́ɔ...to own
pɔrɔŋ-ɓɔi...house boy
puru...hunger
puru káa ma...I'm hungry
sále-pɛrɛ...hospital
sia...pound, beat
somôi...early
tée...cut, harvest, let go
tee mà...leave him alone
komo-tee...promise
túɛ-pere...on front of

DIALOGUE

| | | |
|---|---|---|
| A. | Yá pɔ́ri kpɔ-maa téɛ́ mbɔ́? ŋaâ laŋ. m̀á ɣili-péré kɔ́ɔ mina? | Can you help me? I am lost. Where is the cookshop? |
| B. | m̀á ɣili-péré nè kéɛ be? | Which cookshop? |
| A. | Lɔsii pɔ́ɔ káa ŋi. ŋá pâi ńâo káa naa. | Rosie's. I will meet my friends there. |
| B. | Li kpɔ́ peleŋ bere ma. Tinâŋ i kɔɔ-yée mɛi pere ŋâla-péré kɔlɛ. à pá kêi iyaâ-yée mɛi gbâwɔ kɔlɛ. | Go straight on the road. Turn left at the church. It will be on the right near the bridge. |
| A. | I sɛɣɛ. Mii-sɛŋ-ŋa kéɛ leŋ be ǹélɛɛ naa? | Thank you. What foods are good there? |
| B. | Da kɔ̀lɔ-kɔlɔ lào ɣili, kûyeŋ-laa lào da manaŋ-laa lào. Gelee kpɔ́ lélɛɛ. | They make palaver sauce, potato greens, and cassava greens. All are good. |

TEXT

Púru káa m̂â. ŋá pâi somôi a sɛŋ mii-ɛɛ. ŋá pɔrɔŋ-bɔi káa bâ ɣili, gè nyɛ̃ɛ ɣili da tuma-laa. ŋá pâi ǹyɛ̃ɛ kpɛ́têi. ŋ́a Laibia mii-sɛŋ wéli a damaa. m̄vii a kpɛêí, nyii ké m̂â. ŋá pâi li láâi.

I am hungry. I will eat soon. My houseboy is cooking rice, fish, and greens. I will clean the fish. I like Liberian food very much. I am tired and sleepy. I will go to bed.

GRAMMAR AND CULTURE NOTES

1. Adjective - States

Kpelle uses several different forms for adjectives. In this lesson you can see two: I am hungry is expressed (more literally) "there is hunger upon me". This is a form you need to learn also for tired and sleepy. Other adjectives like good, big, sweet, etc. are more like verbs. So to say "the water is hot": ǹyáí fãâi. This is:

| noun (or pronoun) + adjective form + ì |
|---|

2. Future

The future is expressed by:

| subject pronoun + pâi + verb stem + ì |
|---|

Examples: ŋa pâi liî. "I will go."
a pâi mìi. "He will eat."

The negative:

| Fé pronoun + pâi + verb stem + ì |
|---|

Examples: Fe pâi liî. "I will not go."
Va pâi mìi. "He will not eat."

This is used when we use "will..." in English and also the future senses of "going to" as in "I'm going to town tomorrow."

3. When Kpelle visit each other they often exchange gifts. This is because visits are usually exchanged between family members who

live far apart and because generally one is coming from a city to the village (or vice versa). The villager will usually bring a chicken or some fruit or palm wine. The city person will usually bring cloth or a food item from a store or beer. Visiting friends in town is relatively informal and not prearranged. Visitors expect to be offered water or something similar to drink. If men are visiting they may drink beer or palm wine together. If you are invited for dinner or a visit, you should offer to bring beer and soft drinks.

4. Home ownership is both very important and very difficult. In the city areas many families rent their homes from landlords, although most village homes are owner occupied. When you go into a new place and are looking for a place to rent, it is advisable to get a feel for prevailing rents. You may have to pay more than your Liberian counterparts but you really shouldn't pay so much that you, in effect, raise rents for everyone. Many home owners do not live in their best homes. These are rented to others as a source of further income. As you become familiar with a given area, you will notice a large number of partially completed buildings - people will put up as much of a house as they have money for and continue to do so until it is finally finished. This task may take several years.

EXERCISES

1. Practice using the future by creating 10 sentences like the example:

   ŋa pâi liî daai-su.  'I will go to town.'

   You must have a place or an object in each sentence.

2. Draw a map with 4 or 5 landmarks identified - a school, store, etc. Have your informant ask you how to get from one place to another. Give your answer in Kpelle. Then trace your directions as you relocate them. Do this for 5 or 6 different sets of directions. Then, in Kpelle, explain the location of each item on your map, e.g., "The mosque is between the market and the street."

3. Translate into Kpelle. Then do a substitution drill.

| | | |
|---|---|---|
| a. This is the ____ book. | first | sixth |
| b. He is the ____boy. | second | seventh |
| c. Go to the ____ house. | third | eighth |
| d. I will buy the ____ cup. | fourth | ninth |
| e. He will eat the ____ stew. | fifth | tenth |

4. Substitution Drill

   In Kpelle, use each adjective once for each pronoun:

| | | |
|---|---|---|
| I am _____. | hungry | sweet |
| He is _____. | tired | good |
| They are _____. | thirsty | bitter |
| You are _____. | cold | sour |
| We are _____. | hot | |
| It is _____. | | |

5. Have your informant read part of the text. Write it in Kpelle. Compare and then practice where you are weak.

6. Use each of these in a sentence:

| | |
|---|---|
| lɛlɛ | lôŋpo |
| pene | puru |
| pɔɔ | |

7. Draw some pictures in which you can use vocabulary from the lesson. Try to explain things about the picture - try to use your adjectives. Use both affirmative and negative sentences.

8. Homework
   a. Write a dialogue for ordering a meal in a cookshop. Go to one, if possible, as "background research" first.
   b. Ask at least two Kpelle speakers for directions to somewhere in the vicinity. Try to remember and repeat these (or write them down).
   c. Can you learn to cook a dish in Kpelle?

PRONUNCIATION DRILL

| a. | b. | c. |
|---|---|---|
| fé pâi | fé lîi | fé yâi |
| fé pâi pâi | fé pâi lîi | fé pâi yâi |
| fa pâ | fa lî | fa yà |
| pá | lí | yá |
| ŋa pâi | ŋa lîi | ŋa yâi |
| ŋa pâi pâi | ŋa pâi lîi | ŋa pâi yâi |
| ŋa pâ | ŋa lî | ŋa yâ |

REVIEW

1. Can you now say: "I am happy", "this food is cold", etc.
2. Can you say "first - tenth"?
3. Can you tell someone that a place or building is: next to, straight ahead, on the left, between, etc.?
4. Do you know some basic cooking terms?
5. Do you know how to express the future?

SELF-STUDY TECHNIQUE

In Lesson 6, it was suggested that periodic review of previous lessons can be useful. How can you use review creatively? First, you can use old vocabulary in more elaborate sentences - practicing grammar as well as vocabulary. You can use previous study aids, such as pictures, in new ways. You can "rewrite" dialogues and texts - expanding them, paraphrasing them. You can use your old tapes for review - checking on improvements in listening and speaking ability.

# LESSON NINE.....VISITING

GOALS

1. To learn to invite and respond to invitations.
2. To learn some additional questions of personal information and practice using/answering them.
3. To learn the names of more relatives.
4. To learn some other forms for expressing past action.
5. To perfect use of marked complements.

VOCABULARY

Verbs

fólo...shine
fólo-laa...glory, splendor
fúlɔ...fry
kafâlo...excuse me (to one person)
ka kafâlo...excuse me (to several persons), also kafîa (used in Zɔkɔlɛ area)

Adverbs

lonîi ma...right away
sâa...today
tínaa...tomorrow
tínaa tuɛ-pere...in the future
wéɛ...yesterday
é mɔ́...ready, done

Nouns

Felaide...Friday
lôku or lɔ́ɔ-kuu...week
màa-kpôlo...salt
Mɔne...Monday
nâo or nawe...friend (used to address a social equal or acquaintance)
nuu pɔlɔ-ŋa...ancestors, elders
ŋanûa...my family
Salaide...Saturday
Sune...Sunday
tãi...time
i tãi ɲyɛɛ lé?...what's the time?
tãi ŋá lĩ naai...when I went there
tãi ma...in time
tɛ́ɛ-lii...chicken broth, maggi cubes
Tɛide...Thursday
Tuide...Tuesday
Wêide...Wednesday
kpôlo-wana...soda

DIALOGUES

Text 1

| | | |
|---|---|---|
| A. | ŋa wɛ́lii ŋá imarè-kɛ. | I want to ask you some questions. |
| B. | Owei, ye pá a imarè-kɛ. | Yes. Ask your questions. |
| A. | Mîta ɓe di imaa-sɔlɔ-ɓo naa? | Where were you born? |
| B. | Dímaa sɔlɔ-ɓo Gbómu. | I was born in Gbomu. |
| A. | Mîta ɓe ikáa naa lonii ma? | Where do you live now? |
| B. | ŋánùai di kúla Gbómu di lí Kàka-taa. ŋ̀gáa ŋ̀gèla yɛ́e-ŋa Gbâŋa ɓɛ. | My parents left Gbomu and went to Kakata. I live with my uncle in Gbarnga. |
| A. | Ilee da inàŋ dikáa ni seèi? | Are your parents living? |
| B. | Owei, ŋánùai díkaa see. | Yes, my parents are living. |
| A. | Le ɓe yá gɛ̀i Gbâŋa ɓɛ? | What do you do in Gbarnga? |
| B. | ŋ́gáa li kɔlɔ-pɛ́rɛ mu. ŋá pá kpɛ́ɛ kɔlɔ ma gorâŋ i su. | I am going to school. I will finish school this year. |
| A. | à kɛ̀ ti le ɓe yá pá gɛ̀i? | Then what will you do? |
| B. | ŋ́gáa pài li pɔlu gɓálaŋ-ŋa. | I will go back to the farm. |
| A. | Ikorâŋ káa ɣɛɛlu? | How old are you? |
| B. | ŋ́gáa a korâŋ buu-feerɛ kau lɔɔlu. | I am 25 years old. |

Text 2

| | | |
|---|---|---|
| A. | ŋá ŋ̀wɛ́lii ŋá ɓɛlɛ-toli ɓo a yá i pá ŋápérɛi lá a gɛ̀ɛ ku kulâa-mii. | I want to invite you to come to my house to eat with us. |

B. ŋ́ kɛ̂i a ńii nɛ̃ɛ ŋ́ pá. Mi tãi ɓ̂e ŋ́ pá la? ŋ́ pâi pai a lɔ̀ɔ da wúru-ɓ́ yá.

I will be glad to come. What time should I come? I will bring some beer and fruit.

A. Ye pá a vólo a kɛ̀ ǹyée lɔɔlu-mɛi da ma. ŋ́nùai kelee kpɔ́ da pâi kɛi naa sáa.

Come around 6 o'clock. All my family will be there today.

A. ńii láa a gɛ̀ɛ i kɛ́ ŋ́pére lá.

I am very glad to have you in my home.

B. ńii nɛ̃ɛ a gɛ̀ɛ ŋ́ kɛ́ ɓ̂ɛ.

I am very glad to be here.

A. Púru káa yá lonii ma? Pá ku kuláa mii.

Are you hungry now? Come, let's eat.

B. ǹyiŋi lɛ́lɛɛ a dàmaa. I nào ŋi kpɛ́tɛ pere kɛ́ leŋ?

This is very good. How do you fix this soup?

A. Kú túma-laa ɣili a wúlɔ, kiyɛ̂ŋ da nyɛ̃ɛ. I màa-kpôlo, kpôla-wâna, tɛ́ɛ-lii da kwɛ-kwɛ̃lɛɛ pu zu. Ku ǹyɛɛ keleŋ fúlɔi. Gɛ̀ɛ ti ku bú túma-laa su. Gɛ̀ɛ ti ku nɛ̀ŋ é lɛɛ zu é mɔ́.

We cook greens with palm oil and pepper and then fish. You also use salt, soda, maggi cubes and tomato. We fry the fish first. Then we add it to the greens. Then we boil it until it is ready.

GRAMMAR AND CULTURE NOTES

1. Other Past Verb Forms

Completive: this expresses the idea that a process or action is over (completed). For example, water is heating and when it is hot, it is hot: ǹyái aâ fãa - "the water is hot." It is finished getting hot. In other words a completive expresses a state of being which is the result of previous activity. This is the commonly used verb form for the useful verb kaa "see" which, in Kpelle, is seen as a verb expressing an outcome. You have looked for or at something and the result is that you see it. The formula for the completive is:

| -aa pronouns + verb stem* |
|---|

Example: Daâ lí. "They are gone."

(*Some verbs with mid-tone are high-tone after a high or mid-tone.)

The formula for the negative is:

| fé + níì + verb stem + ní |
|---|

Examples: Difé nîi li ní. "They haven't gone yet."
Ǹyái fé nîi fãa ní. "The water isn't hot yet."

2. This verbal expression has a slightly different meaning, than an adjective - like form:

a) Ǹyái aâ fãa. "The water is hot." (Completive)
b) Ǹyái fãâi. "The water is hot."

Essentially the difference lies in the emphasis - on whether the interest is the outcome of a process or just a statement of fact. So in the example above, a) would be correct if you were waiting for the

water to heat up; b) would be correct if you tested the water - it is hot or not. More on this in Lesson 11.

3. Completive General

This differs in meaning from the completive (recent) only in that it makes no statement in itself about when something happened or how permanent the change in state is. The completive form described in (2) refers to a very recent event. The general form is not restricted to recent events.

| ŋa pronouns + verb stem |
|---|

Example: a pá. "He has come."
vs.: aâ pá. "He has come (recently)."

The negative is the general past or the completive (recent). However, with some verbs - like do, promise, agree, believe - this verb form is emphatic. It essentially expresses the idea that the committment has been made and is not changed.

4. Marked Complements

Kpelle uses a marker /a/ where in English we might use an unmarked object. Quite often the idea is "with something" or "in such and such a way." So, for example:

dí pà à nyɛ́ɛ. "They brought fish."
is more literally: "They came with fish."
è gɛ̀ à nɛ́lɛɛ. "He did it well."
is more literally: "He did it in a good way."

You will generally use this correctly if you can turn the sentence into a "how" question: "How did he do it?", "How did they come?"

à is sometimes expressed in a pronoun form là which is just it, him, her. So pá là..."bring it."

5. Another type of marking is using the emphatic ɓe. A phrase or an adverb of time may be moved to the front of a sentence, followed by be and the remainder of the sentence. Thus "I did it yesterday" is ŋá wɛ́ɛ gɛ̀. Wɛ́ɛ ɓé ŋá gɛ́ is "I did it yesterday" or "it was yesterday I did it." In English we often use stress or loudness for the same purpose.

6. White things are important to the Kpelle as symbols of politeness, honor, and good intentions. Traditionally, a white kola nut was a symbolic gift. Discuss this or another contemporary idea with your tutor and then create a text to explain it.

7. In the exercises you have a chance to expand your knowledge of Kpelle relationships. In using the dialogues of this lesson and the chart, keep in mind the distinction between brother and born-brother.

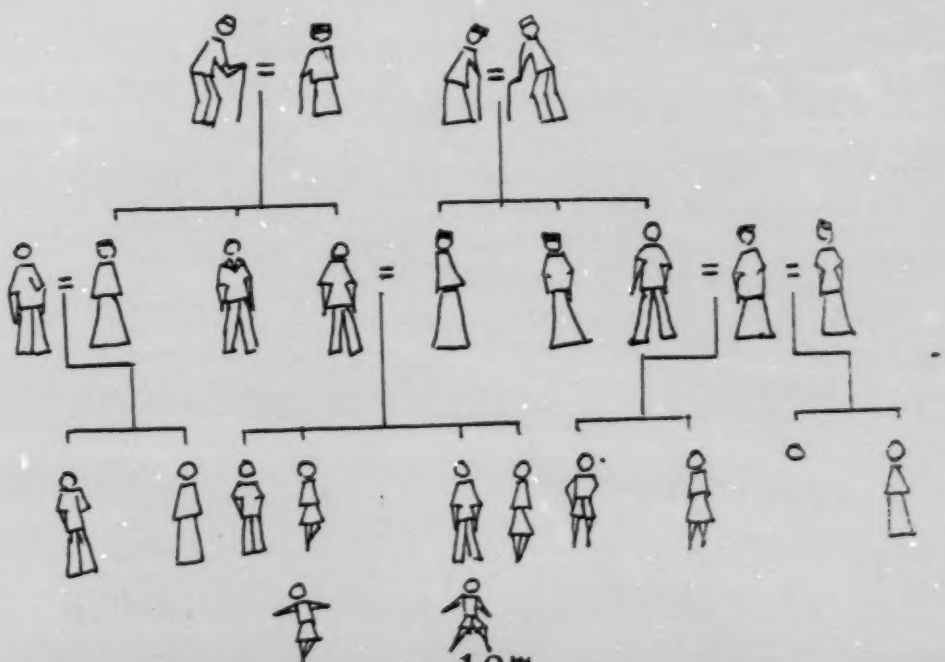
EXERCISES

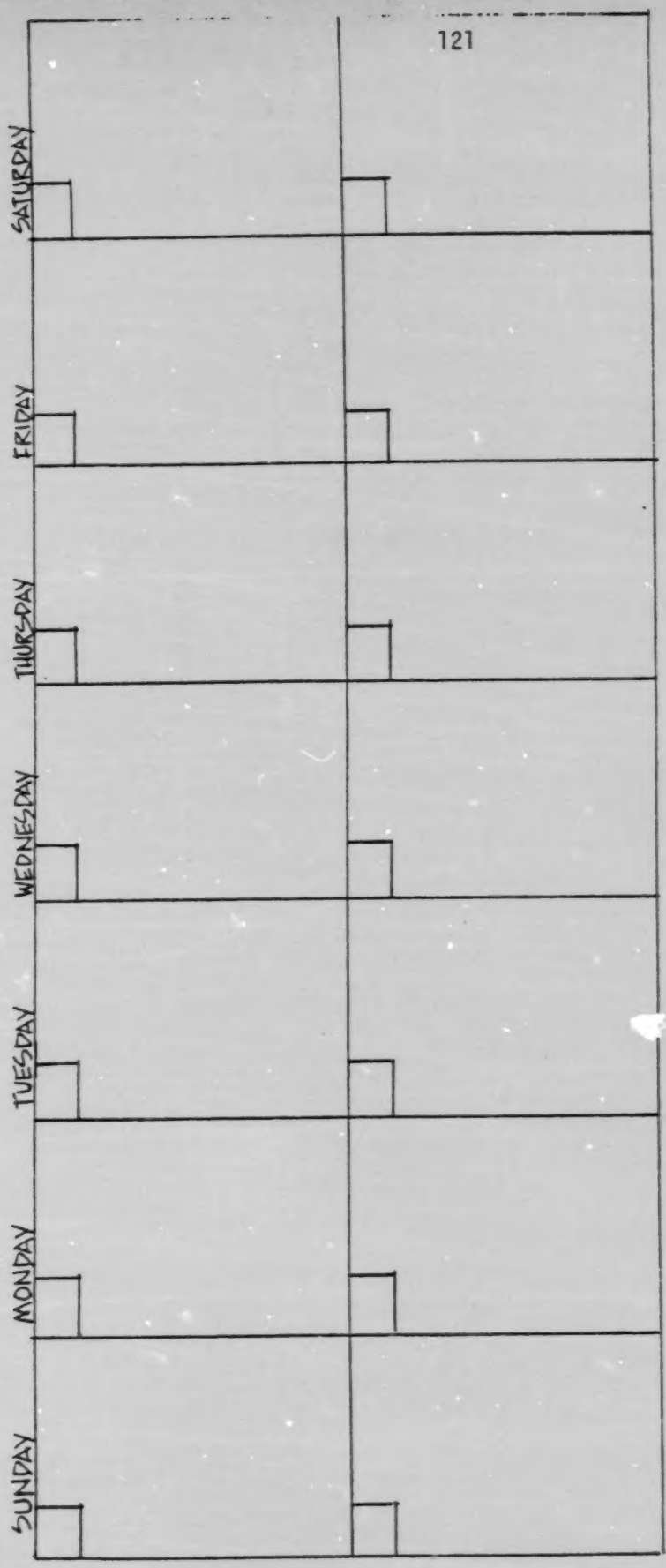
1. Construct a biography of yourself and go over it with your tutor. After it is correct, tape it and learn it.

2. Using the pictures, describe the events - as many as you can and in as many ways.

3. Learn how to cook a Liberian dish. Learn how to describe the preparation. When your text is correct, record and learn it.

4. Using the diagram, describe the relationships.






5. Using the calendar, explain the week. Fill in events for each day, then describe.
   Examples: On Monday, I cooked greens. On Friday, I will go to Monrovia. Wednesday comes before Friday. Use your imagination and the self-study techniques you have learned.

6. Create at least two dialogues which involve invitations to go somewhere or do something.

REVIEW

1. Can you extend and receive ordinary invitations?
2. Can you discuss yourself? Inquire about others?
3. Do you understand the terms of family relationships?
4. Can you use the past verb forms correctly?
5. Have you learned marked complements through practice?

SELF-STUDY TECHNIQUE

In talking with your tutor and Kpelle friends, ask questions in Kpelle. Begin by interviewing your tutor and then writing a biography. When you develop further in Kpelle, return to this and add to it, or revise it. This same review and revise technique is useful for all the dialogues and texts you create.

## LESSON TEN.....REVIEW LESSON

TEXT

Do not read this text. Listen while your tutor reads it. If necessary, have him read it 2 or 3 times. Then have him ask you the questions.

Fãa káa li nɔɔ-kpalaŋ ŋa. A pâi nyɛ̃ɛ yái a sêleŋ feerɛ nɛ̃i, sêleŋ tuma-laa, sêlaŋ fóŋ sɛloŋ-gôi da sêleŋ feerɛ nɛ̃i mɔloŋ-kau. Gelee sɔ̃ɔ káa sèleŋ lɔɔlu mɛi fɛɛrɛ fóŋ. A kɛ́ ti a pá nao ɣili. ǹâo a pâi pai ǹáa mii sáa. Di diláa mii mà́ ɣili-pɛrɛ mu Dukɔɔ. Fãa káa Gbâta-la da ŋɔsaa-bɔ̂ɔlɔ nɛni feerɛ é pɛ́lɛ ǹee ma. ǹâŋ fé see.

Questions

1. Gbêɛ ɓeli nɔɔ-kpalaŋ ŋa?
2. Le ɓe gáa a sêleŋ fóŋ?
3. Mîta ɓe màái ɣili-pɛrɛ é kɛ́ naa?
4. ǹee káa ni seêi?
5. Gbêɛ ɓe pá ǹáa mii?

EXERCISES

1. Dictation

Have your tutor read the text again. Then write the sentences as he reads them slowly. Check against the text.

2. Translation

A. Kpelle to English: translate the text. Do it first as literally as you can; then rearrange it to make it sound like standard English.

B. Translate into Kpelle:

1. Where is Flumo?
2. How much does this book cost?
3. Go to the market and buy 4 oranges.
4. Are you hungry?
5. I am going to Monrovia tomorrow.
6. Is your house on the road?
7. A cup of rice costs 25 cents.
8. That is too much (too expensive).
9. Where is the cook shop in town?
10. He is sitting in the chair.

3. Make a sentence with each word, then translate into English:

| | |
|---|---|
| boli | tée |
| mii | lɛ́lɛ |
| tɔɔ | mina |
| ɣiri | tãi |
| kɔlɛ | tínaa |

4. Compose a short text on food in Liberia, at least 8 sentences long. (For example: how to buy it, what is grown, what Liberians eat, where you eat).

5. Translate into English:

Flomo à li mîta? _____

Flomo a li kele-kolo kúlâi. _____

Gɔlɔi káa tebele ŋa. _____

Gɔlɔi káa a ɣɛɛlu? _____

è mò m̂a a gɛɛ ŋá pá. _____

Ye li nɔɔ-kpalaŋ ŋa i gamêne naaŋ yá. _____

m̂vii káa kpɛɛ a dámaa. _____

Púru káa yá? _____

ŋá tinaa li Dûkɔɔ. _____

ń̂ia káa ŋi. _____

Gáa kɔlɔ-maa kɔri Nyuo-ŋa. _____

Nyá pɔri tinaa pá ŋá Pérei la? _____

I pére káa bere ma? _____

Lɔɔ-kpalaŋ káa ku taa su. _____

Mɔlɔŋ kɔpu (kêŋ-keŋ) káa a sêleŋ-fóŋ. _____

Kwii-tou tɔnɔ káa sêleŋ-feere nẽi. _____

Nyiti kéte a dámaa. _____

ŋá pai sèleŋ-feerɛ nɛ̃i tɛ́ɛ ipɔ́. _____

Mîta be mà́ yili-pérɛ káa naa? _____

mà́ yili-pérɛ káa ŋala-pɛrɛ kɔ́lɛ. _____

Bɔ́i támaa kɔ́a gɔlɔ-pɛrɛ mu. _____

Gáa tɔɔi bere ma. _____

Gáa seêi dãŋ su. _____

GRAMMAR REVIEW

Go back to each lesson and complete the diagrams. See Lesson 5 for an example.

Stative

affirmative

example: _____

negative

example: _____

Simple Past

affirmative

example: _____

negative

example: _____

Noun Phrase

noun, adjective, number

example: (e.g.: two good oranges) _____

Future

affirmative

example: _____

negative

example: _____

Completed Past (Perfect)

example: _____

## SECTION III

From this section on, you will assume greater responsiblity for planning your lessons, including construction of drills and exercises. The Self-Study Techniques in Lesson 11 summarizes some useful exercises, although all the Self-Study Techniques will be helpful.

Here are some suggestions to help you in planning your study of each lesson:

1. Vocabulary

   At the beginning of a new lesson, repeat each new vocabulary item after your teacher until you can say each word intelligibly. Continue to construct sentences for each new vocabulary item. It is advisable to concentrate on adjectives and verbs as the meaning may change significantly from one context to another. The glosses given in your lesson are only approximate meanings.

2. Grammar

   Go through each dialogue and text, translating them and identifying the grammatical points you do not immediately recognize. This will show you where to renew or concentrate your efforts.

   Write 10 sentences using each new grammatical form introduced and have your tutor correct them. If you make more than two errors, write 5 more sentences and have them corrected.

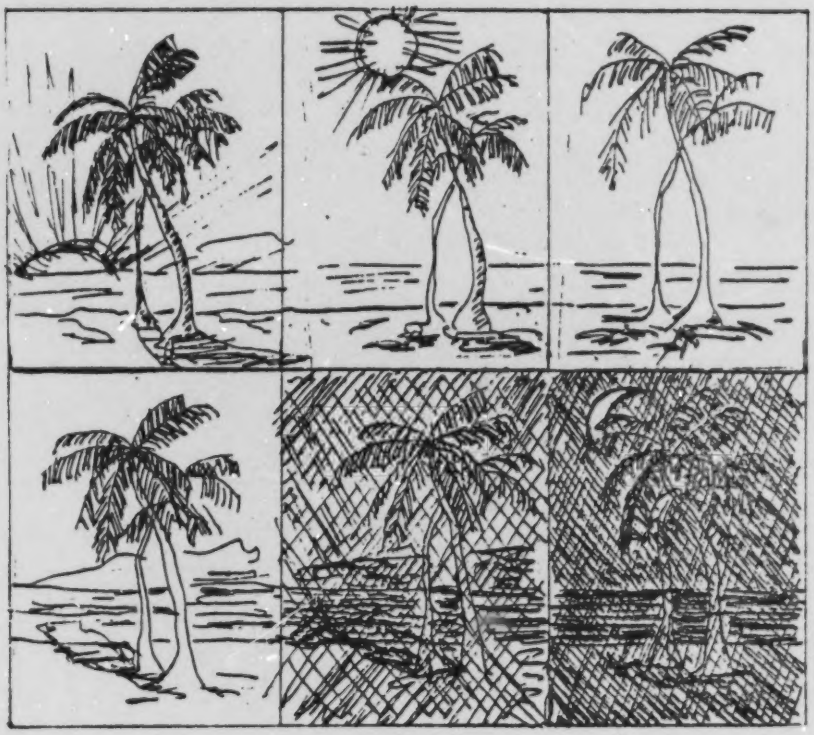
   Have your tutor invent 5 sentences in Kpelle for each grammar point. Then translate them.

3. Dialogues and Texts

   Continue to study them following the instructions in Lessons 1 and 2. In other words, listen, repeat, memorize, act out. In addition, you can ask/answer questions on the context. Construct a summary of the dialogue or text and have your tutor correct it.

4. Other suggestions for conversation and text solicitation will be presented in the lessons of this second half of the book. Before meeting with your tutor, plan what you will do and how much material you want to cover.

## LESSON ELEVEN.....THE WEATHER



GOALS

1. To learn expressions for time, days of the week, and months.
2. To learn to use weather expressions.
3. To learn to use adjectives.
4. To learn more about the natural environment of Liberia.

VOCABULARY

a maa felaa...right away, immediately

Danai...September

Dɛniŋ...April

fãa...hot, heat, get hot

fãa...wind

fãa kɛ́tɛ...storm

fɛ̀ yani...day after tomorrow

Felaide...Friday

fólo...day, sun

fólo a tɛ́ɛ..._____ days ago

fólo-kpanaŋ...umbrella (sun shade)

fólo-laa bo yele...dry season

fólo maa láa...noon

fólo tɛ́-ɛɛi ŋuŋ ma...afternoon

Fɔrɔŋ-kpalai...November

Gbɔyɔɔi...July

Gɔlɛ-yaloŋ-leei...January

Gɔlɛ-yaloŋ-loŋ...December

Gâli-kalai...May

yálɔŋ...moon, month

yele-kɔlɔŋ...cloud

yele-wii-fólo...sundown, sunset

yele-wulii...evening

kɔ́raŋ...year

kpâ-saa...head tie, scarf

kpini...night

kúla sáa ma...after today

lâi...cold

lonîi ma...right away, soon

lɔku...week

lúu...mist, fog, dew

Mɔne...Monday

Manaai...August

múluŋ / muluŋ-kpolo...dust

muluŋ-pɔrɔ...soil dust

Niyɛ-liyɛi...June

nina...new

ninai...next (as in next day)

Nweei...October

Nyɛŋ-yeŋ...February

pêmɛlɛŋ-kau...star

pɔlɔ...old

pɔlɔi...last (as in last month)

pôrɔ...mud, dirt, clay, soil

pú...pour, run away, empty out

sâa...today

sáa yele ŋi...this day

Salade...Saturday

samâ-ya yele...rainy season

seri...arrive, come (as in time comes)

Sɔne...Sunday

tɛ́ɛ...blow

tɛi-têi / tɔnɔ-tɔnɔ...once, one at a time

Tɛɣɛide...Thursday

tínaa...tomorrow

too...fall, shine

Tuide...Tuesday

túna...rain

vólo aâ kúla...sun up

vólo aâ nyii see...morning

Vuu-laɣii...March

wɛɛ...yesterday

wɛɛ fólo pôlu ma...day before yesterday

Wêɛde...Wednesday

wúma-nuu...rogue

DIALOGUE

| | |
|---|---|
| A. ɣele kuu lɛ́lɛɛ. | Good day. |
| B. ɣele kuu lɛ́lɛɛ. Kumɛni naa? | Good day. What news? |
| A. Mɛni nyɔ́mɔɔ fé naa. Sáa káa a fólo lɛ́lɛɛ, túna é sáa pú a gbini. | No bad news. Today the weather is nice, last night it rained. |
| B. Owei, túna é saa pu ma mɛni ká ti ŋele lâiɛ lai. | Yes, it rained. That's the reason the weather is cool. |
| A. Owei. Kɛ́lɛ ɣele-kɔlɔŋ su kpiniɛ sãa. I laai la dúnai a pâi pu lonii ma? | Yes. The sky is cloudy today. Do you think it will rain soon? |
| B. Owei. Túna a pu a folo kelee a samâ-ɣele. | Yes. It rains every day in the rainy season. |
| A. Tãi ta ká naa fólo a tóo ɣele ta kɛ túna e pu. Kɛ́lɛ túna fá pu a folo kelee a túna-ya ɣele. | Sometimes the sun shines, some days it rains. But it doesn't rain every day in the rainy season. |
| B. Owei. Túna fá pu Bɔŋ Kãne ɓɛ è kɛ yɛɛ Dũkɔɔ pere. | Yes. It doesn't rain in Bong County like it does in Monrovia. |
| A. Túna a pu Dûkɔɔ a ɣele kelee? | Does it rain every day in Monrovia? |
| B. Owei. A pu ɓɛ a folo tɛi-têi. Múluŋ-kpolo fé ti bɛ a túna-ya ɣele. | Yes. It rains once a day. There is no dust in rainy season. |
| A. Fãa a tɛ́ɛ a fólo-la-ɓo ɣele. | The wind blows every day in the dry season. |

| | | |
|---|---|---|
| B. | ŋá kpanáŋ yá, kélɛ mvé bɛ kɔlɔŋ gáa ɲaa. A ké a fólo lɔɔlu ngé gbanâŋ kɔri mvá gáa. Kélé ŋá wɛɛ gáa wúma-nuu da nyee-ŋa. Mvé wúma-nuu sóŋ ti. | I bought an umbrella, but I don't know where it is. I've been looking for my umbrella for 5 days without finding it. But yesterday I saw a rogue and he had it. I didn't catch the rogue. |
| A. | Túna káa pui? | Was it raining? |
| B. | Owei, túna káa pui. | Yes, it was raining. |

TEXT

| | | |
|---|---|---|
| A. | Le tãi ɓe gáa a samâ-yele Laibia? | When is the rainy season in Liberia? |
| B. | Kúla gâli-kalai ma é tóo ŋweei ma. | The rainy season comes in May and lasts until October. |
| A. | Vôlo-la-bóɔ yele a ké a tãi le kɛɛ? | When is the dry season? |
| B. | A kula ŋweei ma é tóo gâli-kalai. | The dry season starts in October and lasts until May. |
| A. | Le tãi ɓe kɔlɛ támaa a tɛ la ɓɛ? Gɔlɛ yálɔŋ a kɛ a le tãi? | What time is the coolest? or When is the cool season? |
| B. | Kúla gɔlɛ-yálɔŋ-lɔŋ ma é tóo nyeŋ-yeŋ ma. | The cool season comes in February. |
| A. | Le tãi ɓe nɔii a ké a fãa la? | When does (the soil) get hot? |
| B. | Vuu-layii, dênin, da gâli-kalai. | March, April, and May. |

| | | |
|---|---|---|
| A. | Tãi le kɛɛ ɓe ŋwɛli káa yá, vólo-la-ɓoɔ ɣele kpaa samâ-ɣele? | What time do you like best, the rainy season or the dry season? |
| B. | Fólo-la ɓoɔ ɣele wáli káa ḿa e tɛɛ samâ-ɣele ma. | I like the dry season better than the rainy season. |
| A. | Túna a pu ɓɛ a dámaa a fólo-ŋa kpaa kpini? | Does it rain more in the daytime or in the nighttime? |
| B. | Túna a pu ɓɛ a fólo-ŋa da kpini. | It rains both day and night. |
| A. | Dûkɔɔ fãa e kɛ́ yɛ́ɛ Gbaŋa? | Is Monrovia as hot as Gbarnga? |
| B. | Dûkɔɔ laiɛ é tɛ́ɛ Gbaŋa ɓɛ ma. | Monrovia is cooler than Gbarnga. |
| A. | Niŋɓa laiɛ? | Is Nimba cold? |
| B. | Owei, ǹaa laiɛ kpɛni fɛi wúru koy-kôya dikáa naa. | Yes, it is cold there because there are tall trees. |
| A. | Faa-suŋ (Abɛ́) laiɛ? | Is Firestone (Harbel) cool? |
| B. | Faa-suŋ laiɛ, kpɛni fei ya kpaya-kpaya-ŋa díkaa naa. | Firestone is cool because there is a big river there. |
| A. | Nyeŋ-yeŋ su ɓe fãa kɛ́tɛ a tɛɛ la ɓɛi? | Is there a big wind (Harmattan) here in February. |
| B. | Owei. Fãa a tɛɛ nyeŋ-yeŋ su da ŋweei. | Yes, there is a big wind in February and in October. |
| A. | ŋele-kpâna káa Laibia? | Do you have lightning here in Liberia? |
| B. | Owei, da káa ɓɛ dúnai a nɔ ɣele a kɛ́ kêi mãla-mãla. | Yes, there is. When it rains, the sky flashes. |

GRAMMAR AND CULTURE NOTES

1. Adjectives

You have learned some adjectives and seen others used before this lesson. Adjectives function differently in Kpelle than they do in English. First, there are 2 major classes of adjectives: predicating and attributing. Predicating adjectives, by far the largest class, are derived from verbs - that is, if you know the verb, you can predict the adjective form. The meaning however may differ slightly from the meaning of the verb from which it was derived. The verb kétɛ...'big' is the only adjective that does not differ from the verb form. The chart below shows you how adjectives are formed. Although this chart will help you produce the right adjective forms, fluency will only come when you are so familiar with the adjective forms that you do not have to use these forms.

| Verb Stem | | | |
|---|---|---|---|
| | Monosyllabic Stem Consonant + Vowel | Bisyllabic Stem. Consonant + Vowel + Consonant + Vowel | Consonant + Vowel + Vowel |
| Suffix é | C + i, e, or ɛ | CVC + i, e, or ɛ | C V + i, e, or ɛ |
| Suffix á | C + a | CVC + a | C V + a |
| Suffix ɔ́ | all others | all others | all others |

Examples:

| | | | |
|---|---|---|---|
| táma | "to be plentiful" | támaa | "a lot of" |
| lɛ́lɛ | "grow, flourish" | lɛ́lɛɛ | "fine, nice, pretty" |
| kpɔlu | "get ripe, redden" | kpɔluɔ | "ripe" |
| wiɛ | "get heavy" | wiɛɛ | "heavy" |

Note: the suffix has a high tone except when the stem has a low tone; then the suffix tone is also low.

Alternatively, the adjective can be formed by simply altering the tone of the verb: low tone replacing the stem tone and high-low where there is a mid tone on the noun it modified.

Example:

| | |
|---|---|
| yɔɔ | "get dry" |
| seɣe yɔ̂ɔ | "dry clothes" |

a. Uses of Adjectives

More important are the uses of adjectives. They can be predicative - that is, act as a verb. Remmeber, not all adjectives can be used this way.

| object + adjective stem + suffix vowel + ì |
|---|

Examples:

| | |
|---|---|
| fãâi | "It's hot." |
| ǹyái fãâi. | "The water is hot." |
| kú kɛ̂tɛi | "We are big." |

Note: the English translation uses a subject where Kpelle uses an object.

Negative:

| fé + adjective stem + ní |
|---|

Examples:

| | |
|---|---|
| Fé fãa ní. | "It is not hot." |
| Ǹyái fé fãa ní. | "The water is not hot." |
| Kúfé kétɛ́ ní. | "We are not big." |

Adjectives can also be used with a noun to form compound words. And as in the case of compounds, the second member (the adjective) has a low tone.

Example:

| | |
|---|---|
| fólo | "empty" |
| sɛŋ-folo | "dish" |

The English speaker will find it difficult at first to know when to use the verb stem and when to use the adjective stem as if it were a verb. Generally the verb stem is used in descriptions ..."That girl is pretty."...not "That is a pretty girl." Also, the predicative implies only that a certain quality is present. The verb is used in expressing the activity, how the subject got the quality, who made it so, etc. So, in saying something is red, we use the adjective form "kpɔluɔ." If we want to say it got dry, will be dry, the sun dried it, etc., we use the verb form "kpɔlu."

Verbs can also function as nouns without adding any suffixes. For example: ŋúma..."to steal":

| | |
|---|---|
| A ŋ̀umâi. | "He is stealing it." (low tone marks the object it) |
| A ŋúma kɛ̂i.* | "He is making steal." |
| ŋ̀umaâi. | "He is a thief." |

*ŋúma is a noun here, the object of the verb kɛ..."to make, do."

b. Adjectives as Nouns

Adjectives can also be used as nouns. For example:

| | |
|---|---|
| kɛ́tɛ | "big" |
| gɛ́tɛ | "a big one" |
| gɛ́tɛi | "the big one" |

The speaker assumes that you know which things are being discussed.

c. Adjectives as Adverbs

They also function as adverbs - in marked complement phrases.

| |
|---|
| à + low tone + adjective |

Note: a is the preposition or particle meaning with.

Examples:

| | |
|---|---|
| Kɛ́ à ǹɛ́lɛɛ. | "Do it well." |
| Gaa à ǹɛ́lɛɛ. | "It is good." |
| È kɛ̀ à ǹɛ́lɛɛ. | "It was good." |

Note: the kaa forms are equivalent in meaning to the regular predicative. The "è kɛ̀" forms indicate past.

2. This is a good lesson to review time adverbs you know: I will do it now. I did it yesterday. I am doing it today. I will do it next year. Generally, time adverbs occur at the end of the clauses which they modify.

3. Liberia has two clearly distinguished seasons: a dry season and a rainy season. It may very occasionally rain during the dry season (particularly near the coast) and there will be dry days or periods in the rainy season. For the most part, the weather is predictable. The times of the seasonal change and the amounts of rainfall do not vary much from year to year.

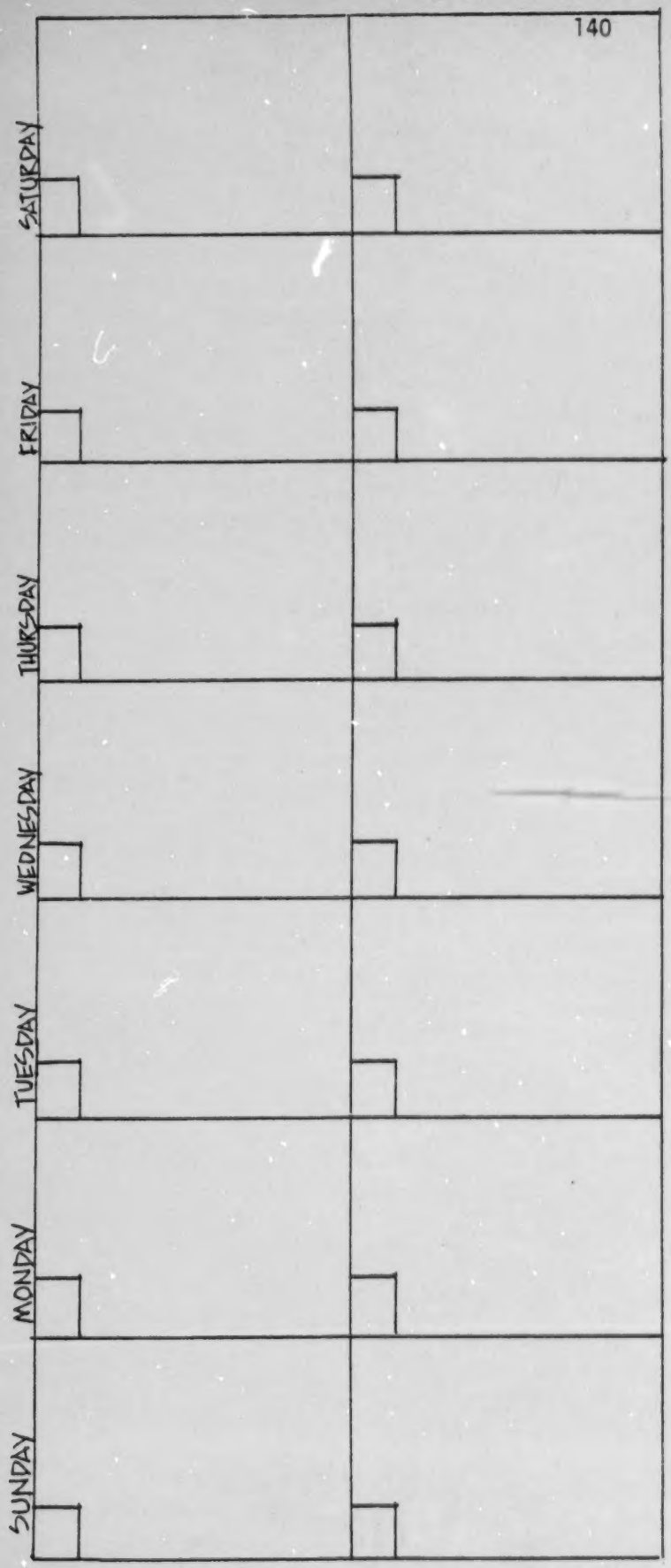
EXERCISES

1. Younger Kpelle do not seem to know much about the night sky. There are stories about the sun and the moon, however. See if you can get your tutor or friends to tell you some of these stories. Perhaps you can find an older Kpelle who knows some of the lore of the heavens.

2. Describe the following. Then use to construct a story.

3. Construct at least 4 grammar drills to help you practice the use of adjectives.
   Example:
   Teacher: dry
   Student: It is getting dry. It is dry. It is a dry shirt.

4. Discuss the weather with someone other than your tutor. Then try to reconstruct the discussion as a dialogue or text. Correct it with the help of your tutor. Tape and memorize it until you can render it fluently. Construct a weather forecast.




5. Fill in this calendar. Then describe what happened or will happen and <u>when</u>. Be sure to use time expressions - day, time, etc.

REVIEW

1. Have you learned the basic time expressions?
2. Can you describe the weather and weather patterns in Liberia?
3. Can you use adjectives fluently in your description?

SELF-STUDY TECHNIQUES

While grammar drills are frequently over-used in language learning, and often there seems to be little correlation between ability to do a drill and actual use of the language, nevertheless, drill is useful because it allows you to use the expressions and ensure that you understand them. Drills also help to reinforce usage. How, then, can you create drills which will give you practice and expand your fluency in Kpelle?

Here are some types of drills which learners have found useful. Adapt them to the specific point you wish to emphasize.

1. The question series (take both parts):

   What do I do? answer
   What does he do? "
   What do you do? "

2. Substitution Drill

   Make a model sentence. Then change only one word slot at a time.
   Example:

   She is going to Monrovia.
   She is going to _____.
   _____ is going to Monrovia.
   She is _____ (in) Monrovia.

3. Single question/multiple answers:

   Example:

   What do you see? I see _____.
   " _____.
   Where are you going? I am going _____.
   " _____.

4. Verb Drill

   Take one verb and make 2 or 3 very similar sentences for each form or tense you know.

5. Affirmative/Negative

   Make a sentence; then give its negative form. Or use a compound sentence such as, John eats rice, but Harry doesn't eat rice.

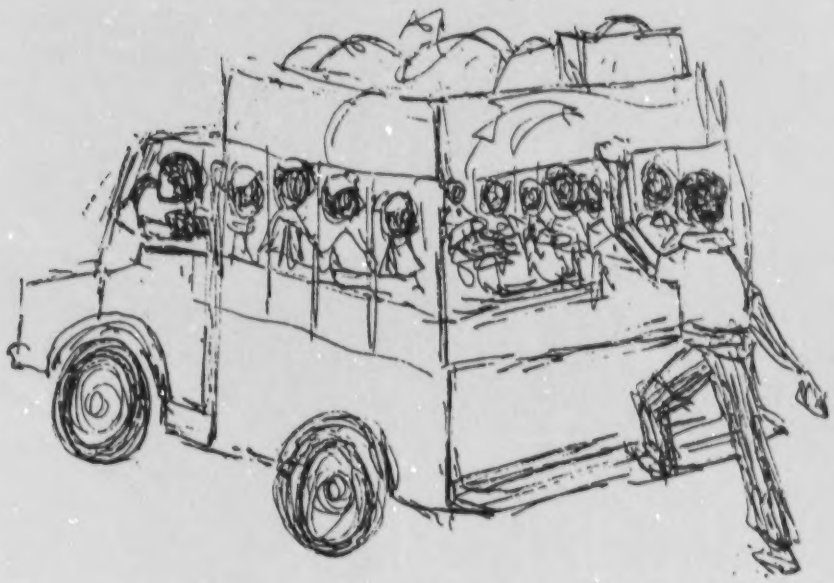
6. Transformation Drill

   Make a sentence in one form; then change the sentence to another.

   Example:

   | | |
   |---|---|
   | The shirt is getting dry. | The shirt is dry. |
   | The shirt is getting wet. | The shirt is wet. |

# LESSON TWELVE.....GEOGRAPHY OF LIBERIA



GOALS

1. To learn the vocabulary for geography and travel.
2. To learn how to express habitual action.
3. To learn more about kɛ and wɔ.
4. To learn more about Liberian geography.

VOCABULARY

Àbɛ...Harbel
Â fɛko...Ivory Coast
Bikâna...Buchanan
Boŋ yeei ma...Bong River
bɔsii kpaya-kpaya ŋa...money bus
dênɛŋ...lake
Dɔ̃a-ŋa...Loma
Dɔ̃aŋ lɔii...Lofa County
Dûkɔɔ...Monrovia
Gaŋ-taa...Ganta
Gbâni-ŋa...Bandi
Gbɛlɛɛ lɔii...Bong County
Gbôlo-ŋa...Bassa
Gîini...Guinea
Gileɓo-ŋa...Grebo
Gîo lɔii...Nimba County
Gîo-ŋa...Gio
Gîsi-ŋa...Gissi
Gôla-ŋa...Gola
kali...snake
kéleŋ...car, vehicle
keleŋ-pere (pere-lee)...highway
kooŋ-keleŋ...airplane
kɔni-seɣe-keleŋ...train
kpaɔ...bridge
Kpɛlɛɛ-ŋa...Kpelle
kpowo...path
kpua...short
Kuluŋ-ŋa...Kru
loai ma...area in between, border
Lɔɓa-po (Vái lɔii)...Robertsport
lɔɔ...forest, bush
Mɔ̃a-ŋa...Mano
ŋuŋ tùɛ-pere...above
pala...swamp
pôlu-pere...backwards
sele...elephant
Sêloŋ ...Sierra Leone
sɛŋ-kau kɔi keleŋ...taxi
tapi kɛ-nuu...rubber tapper
sulûŋ...waterfall
Vai-ŋa...Vai
vóloi à kúla...east
vóloi à yeŋ...west
Vɔ̃ŋ-sɛŋ-ma...Voinjama
wóla...savannah
yá...river, creek
yée...hill
yée-kɛtɛ...mountain
yúo...ocean, lake
Zɔzɔ...Zorzor
Zûadu...Zwedru

DIALOGUE

| | | |
|---|---|---|
| A. | Mîta ɓe yá li naa? | Where are you going? |
| B. | ŋ́gáa li ńia naa kaâi. Gàa a tâpi kɛ-núu Fàa-Suŋ. | I am going to visit my brother. He is a rubber-tapper at Firestone. |
| A. | ŋ́o. à tii kɛ̂ Âbɛ? | Oh. Does he work at Harbel? |
| B. | Owei. I lɛɛ pá li naa ya fûlɔi li Dûkɔɔ. Gɛɛ ti ŋá li Âbɛ a tɛse. | Yes. To get there I go first to Monrovia. Then I go to Harbel by taxi. |
| A. | Yá pɔri lɛɛ Dûkɔɔ a zu-kôya? | Will you stay in Monrovia long? |
| B. | Kpao, ŋá pa kɛ̂i naa a tãĩ kpua. ŋá ɲwɛ́lii ŋá sáa-ɓɔɔlɔ káa Lɔɓapo. | No, I will stay there only a short time. I want to see my sister in Robertsport too. |
| A. | ŋ́á mɛ̀ni a gɛɛ ɲyá-dɛ̂nɛŋ kaá Lɔɓapo kɔlɛ ma. | I heard that there is a big lake near Robertsport. |
| B. | Owei. Dɛ̂nɛŋ pesɛ káa Lɔbapo kɔlɛ ma. Lɔɓapo káa nyuo kɔlɛ ma maŋ. | Yes. Lake Piso is near Robertsport. Robertsport is on the ocean too. |
| A. | Yá pá lĩĩ a zu kòyaa. Mî tãi ôe yá pá pâi la pôlu? | You are going to be gone for a long time. When will you be back? |
| B. | ŋ́á pá pâi pòlu lɔku feerɛ yée mu. | I will come back in 2 weeks. |

TEXT

Laibia ɔɔtaa lee ɓa Dûkɔɔ. Dûkɔɔ káa nyuo kɔlɛ. Sɛlɔŋ káa Laibia koo teleŋ ma, Âfeko kɛ́ ɓo Laibia volo seye pere. Yee támaa káa Dõa lɔii su (yɛ̃ɛ wɔlɔgisi) â kɛ ti da kɛ́ ɓo Gio lɔii su (Niŋba yeei). Gbɛlɛɛ ŋai dikáa Laibia samai, Siŋ Pɔɔ da Siŋ Zɔ̃ɔ Yá-lee loai. Kpɛlɛɛ lɔii kpiniŋ kɛ́tɛ ŋa di káa mà: Zɔkɔlɛ, Zoo-taa Sanɔyeei, Kpaai. Kpɛlɛɛ-ŋa támaa dikɛ́ a kpálaŋ ŋa tii-kɛ-ɓela. Lonii ma dàmaa di káa a lɔba tii-kɛ-ɓela Fàa-tuŋ a kɛ́ ti da ni ŋa di kɛ tii kɛ Bɔŋ Yeei ma. Lɔɔ, pála da wóla káa Laibia Yéei. Yá-lee lɔɔlu mɛi da káa ɲyéei nyiŋ ŋa da sulûŋ.

Liberia's capital is Monrovia. Monrovia is on the coast of the Atlantic Ocean. Sierra Leone is north of Liberia, Ivory Coast is east of Liberia. There are mountains in Lofa County (the Wologisi) and in Nimba County (Nimba Mountains). The Kpelle live in the center of Liberia, between the St. Paul and St. John rivers. The big Kpelle chiefdoms are: Jorquellie, Zonta, Sanoyea, Kpaai. Most Kpelle used to be farmers. Now, many are rubber workers at Firestone and some work at Bong Mines. Liberia has forests, swamps and savannah. There are 6 big rivers with waterfalls.

GRAMMAR AND CULTURE NOTES

1. Used to.

To express the idea "used to" when referring to a period prior to the last 4 or 5 months, you may use kaa (kana).

| pronoun (present) + kâa + verb |
|---|

Example:

e kâa ké à ǹélɛɛ. "He used to do it well."

Negative:

| fa + kâa + verb |
|---|

Example:

fa kâa ké à ǹélɛɛ. "He didn't use to do it well."

2. Habitual

This verb form is used to describe an activity or ability that occurs as a matter of course such as "I go to church on Sundays," or "I eat rice with pepper."

| present pronouns + verb + low tone |
|---|

Example:

Da Kpèlɛɛ-woo ɓò. "They speak Kpelle."

This can express the idea "I come every day." "You swim (every day)."

Negative:

| fa + verb + low tone |
|---|

Example:

Dífa kpɛlɛɛ-woo ɓò. "They don't speak Kpelle."

3. The Conjunction kɛ́

Kɛ́ is used to connect two phrases which have the same subject. (These phrases do not express the idea of first one thing and then another - use consecutive for that.)

| phrase + kɛ́ + phrase: verb with low tone |
|---|

Examples:

| | |
|---|---|
| A ɓá mii, gɛ́ seɣe pàla. | "He eats rice and weaves cloth." |
| A ɓá mii. | "He eats rice." |
| A seɣe pàla. | "He weaves cloth." |

4. wɔ...'own'

wɔ is sometimes used to indicate or emphasize possession. Often it means that part of something is yours - you have a share.

Examples:

| | |
|---|---|
| i wɔ lɔii | "your country" |
| ku wɔ mɔlɔŋ | "our rice (our share of the total)" (our own rice) |

5. Next Week

nôkuì ŋí means next week unless used with a past construction; then it means last week.

6. Public Transport

There are two ways to get around in Kpelle country: feet and motor vehicles (money buses or taxis). Main centers like Gbarnga and Kakata have parking stations where taxis and money buses wait for passengers. If you are in one of these centers you will go to a parking station to arrange for transport, otherwise you stand along the highway and raods, waiting for a vehicle to pass your way. The prices for taxis and money buses are set by the government, although you may often hear arguments about charges for children, additional bundles and loads. A money bus consists of a pickup truck with 2 wooden benches along the sides and a canvas top. As many as 20 people may be squeezed into one, along with bundles, suitcases, animals, etc. In addition to a driver, there is a car boy who signals for passengers, collects fares, lifts loads, etc. He is often considered to be less than human by the drivers, at least this is how the apprenticeship of these would be drivers often seems. During the dry season, these trucks are dusty; during the rainy season they may get stuck in mud (passengers are then expected to help).

EXERCISES

1. Repetition/substitution drills

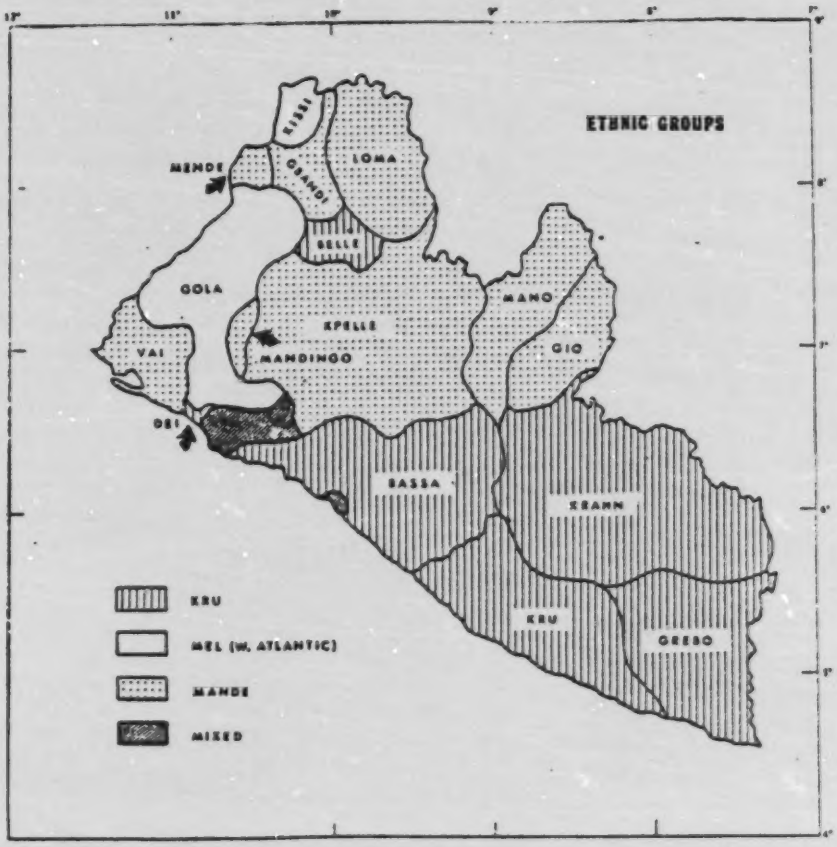
   First do the drill changing the word in the first slot; then repeat the drill changing the vehicle in the second slot. Trying to change both at the same time may be difficult, but worth a try.

   a. I'm going to _____ by _____.
      (e.g.) I'm going to Monrovia by taxi.)

   b. _____ is _____ of _____.
      (e.g., Gbarnga is north of Cuttington.)

   c. I always/usually _____.
      (e.g., I always eat cassava.)

2. Using the map below, try to describe the information.



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3. In Kpelle, ask your tutor how to get somewhere. Get step-by-step instructions - enough to enable you to draw a map. Then trace the route again until you can give directions with ease.
4. Draw a map of the area around your home/village/city. Then describe.
5. Write a text describing Liberia. Get it corrected, then record it and use it for practice in writing and speaking.

REVIEW

1. Have you learned basic geographic vocabulary?
2. Have you learned to express habitual action?
3. Can you use kɛ and wɔ properly? Test yourself.
4. Do you know the essentials of Liberian geography?

SELF-STUDY TECHNIQUES

1. Ask your informant to describe a Kpelle whom he admires in his society. What qualities does such a person have? (You can repeat this exercise several times asking about other types of people - someone not respected, an ideal spouse, a good friend, a good relative, etc.)
2. Make a list of abstract terms which describe common qualities and faults.
3. Working with one word at a time, verify the pronunciation of the word and ask your tutor to attempt to give you a general definition.
4. Once you have the definition of the term, try to situate the spectrum of meaning it covers by proposing examples of situations in which you feel it could logically be used as seen from your limited understanding of the word and through your cultural perspective. Have the informant either approve or qualify your statement.
   Example: Yes, the word would be used in that situation.
   or No, one would have to do X or Y for the term to be used in that context.

7. Ask your tutor for at least two examples of situations in which a person would be complimented for possessing a particular abstract quality. Note new words and expressions.

8. Ask the teacher for at least two examples of situations in which a person would be criticised for not having this quality.

9. Ask your tutor to describe restrictions on the use of the word - a case in which it would absolutely not be used (for example, in Senegal, one would definitely not tell a new mother that her baby was beautiful.)

10. Listen for these abstract words in conversation.

11. Try to use them as appropriate situations present themselves and keep your ears open for feedback.

from Gary Engelberg
An Expanded Collection of Language Informant Techniques
Reprinted by Peace Corps

# LESSON THIRTEEN.....COUNTING AND ARITHMETIC

GOALS

1. To learn additional expressions for bargaining, food, and numerical operations.
2. To learn to express supposition.
3. To learn some connectives.
4. To learn to express "ought", "should", and "must".

VOCABULARY

bu gie me...add

da kúla zu...subtract

gbóra...one-half

kpete / kɔlɔ-kúla...clean

kpolo...salt

kpolo-nyɛ̃ɛ...smoked fish

kpɔ...help

kuro-te (dekpe)...small

laa-see...last (price)

libi...dirty

maâ-tinaŋɔ...late

nyɛ̃ɛ-kpala...dried fish

ŋuŋ...hundred

ŋuŋ tɔnɔ...100

soɓoɔ...early

tɔ̂kɔ*..young

wâla...thousand

wûnu...new (things or people who are new to a place)

ye bu gìe ma...multiply

10-99... puu ____ (káu ____)

example: puu lɔɔlu káu saaɓo

100-999... ŋuŋ ____ (pòlu _____)

example: ŋuŋ náaŋ pôlu puu saaɓa káu lɔ́ɔlu.

1000 -- ... wala _____ (ŋuŋ ___)

example: wála puu saaba ŋuŋ náaŋ pôlu puu

*This word has a wide range of meanings: fruits not yet ripe, food that is cooking, but which is not yet cooked.

DIALOGUE

| | |
|---|---|
| A. Gbɛɛ ɓa pɔri ma e zɛŋ ŋi sukulai lɛ ma? Ǹya ɓa: feerɛ é tóo bu saaɓa ma. Gáa a yɛɛlu? | Who can tell me the answer? It is 2 + 3 = what? |
| B. Gáa lɔɔlu. | It is 5. |
| A. Sɛŋ lɔɔlu-mɛi feerɛ ké iyéei i saaɓa kúla ǹá. à lɛɛ yɛɛlu? | If you have 7 and 3 are taken away, how many are left? |
| B. à lɛɛ naaŋ. | 4 are left. |
| A. Sɛŋ puu ké iyee- a i sɛŋ lɔɔlu kúla ǹá. à lɛɛ yɛɛlu? | If you have 10 things and 5 are taken away, how many are left? |
| B. à lɛɛ lɔɔlu. | 5 are left. |
| A. Sɛŋ lɔɔlu ké iyeei i sɛŋ naaŋ kúla ǹá. à lɛɛ yɛɛlu? | If you have 5 things and 4 are taken away, how many are left? |
| B. à lɛɛ tɔnɔ. | One is left. |
| A. Sɛŋ bau feerɛ ké iyée-ŋa i sɛŋ puu kúla ǹá. à lɛɛ yɛɛlu? | If you have 20 and 10 is taken away, how much is left? |
| B. à lɛɛ puu. | 10 is left. |
| A. Sɛŋ buu feerɛ ké iyée-ŋa i sɛŋ buu feerɛ pú ǹá. Gáa yɛɛlu? | If you have 20 things and 20 things are added, how many do you have? |
| B. Gáa a buu-naaŋ. | There are 40. |
| A. Sɛŋ puu kau feerɛ ké iyée ŋa i sɛŋ puu kau tɔnɔ kúla ǹá. à lɛɛ yɛɛlu? | If you have 12 things and 11 are taken away, how many do you have? |
| B. à lɛɛ tɔnɔ. | You have one left. |
| A. Gamênɛ tɔnɔ à kɛ̀ a nɛ̃i; zaaba káa a yɛɛlu? | One orange costs 10 cents. How much do 3 cost? |

| | | |
|---|---|---|
| B. | Zaaba káa a sêleŋ-nɛ̃i. | Three cost 30 cents. |
| A. | A gɛ̀ telaŋ-kau-lɔɔlu káa iyeei, dɔnɔ ké bo a nɛ̃i; gɛ-ni telaŋ kau lɔɔlu káa a ɣɛɛlu? | If you have 5 ground peas and one costs 10 cents, how much will the 5 cost? |
| B. | Gáa a sêleŋ-feerɛ nɛ̃i. | They are 50 cents. |
| A. | A gɛ̀ kɔlɔ-kpau feerɛ kúa iyeei, inâo e naaŋ yá, gáa ɣɛɛlu? | If you have 2 pencils and your friend buys four, how many are there? |
| B. | Gáa a kɔlɔ-kpau lɔɔlu-mɛi-da. | There are 6 pencils. |
| A. | A gɛ̀ kpakolo lɔɔlu-mɛi-feerɛ di li mà-ɣili-pérɛi mu, nuu naaŋ è kúla naa, núu ɣɛɛlu be a lɛɛ naa? | If 7 men go into a cookshop and then 4 men leave, how many men are left there? |
| B. | Núu saaɓa a lɛɛ mà ɣili-pérɛ mu. | Three men will be left in the cookshop. |

TEXT

Note: You should have no difficulty understanding this. Practice listening and speaking until you can give answers without hesitation.

Gbɛɛ ɓa pɔ́ri ma e zɛŋ ŋi sukúlai lɛ ma? ǹya ba: feerɛ é tóo saaɓa ma. Gaá a ɣɛɛlu?

- Gáa lɔɔlu.

Sɛŋ puu ké iyée-ŋa i sɛŋ lɔɔlu kúla ǹá. A lɛɛ ɣɛɛlu?

- à lɛɛ lɔɔlu.

Sɛŋ lɔɔlu ké iyeei i sɛŋ naaŋ kúla ǹá. A lɛɛ ɣɛɛlu?

- à lɛɛ tɔnɔ.

Sɛŋ lɔɔlu-mɛi feerɛ ké iyéei i saaɓa kúla ǹá. A lɛɛ ɣɛɛlu?

- à lɛɛ naaŋ.

Sɛŋ buu feere ké iyée-ŋa í sɛŋ puu kúla ǹá. A lɛɛ yɛɛlu?

- <u>à</u> lɛɛ puu.

Sɛŋ buu feere ké iyée-ŋa í sɛŋ buu feere pú ǹá. Gáa yɛɛlu?

- Gáa a buu-naaŋ.

Gamêne tɔnɔ à kɛ̀ a nɛ̃i; zaaɓa káa a yɛɛlu?

- Zaaɓa káa a sêleŋ-nɛ̃i.

GRAMMAR AND CULTURE NOTES

1. fêɛ

If you use fêɛ and a clause with the verb in the hortative-consecutive (see lesson 4 ) then the meaning is that something is required. This is the idea we express in English as "must" or "have to."

Example:

Fêɛ í lí. "you must go."

2. ɣele da..."suppose...then"

A sentence beginning with ɣele da, the verb in the consecutive (or the conditional...see lesson 19), carries the meaning "suppose ...then..."

Example:

ɣele da núu pá, gɛ... "Suppose someone goes, then..."

3. Connectives

Just as in other languages, sentences and words can be linked in many ways.

a. da which is usually translated as "and" joins only 2 nouns or a noun and a third person pronoun.

Example:

ŋá mɔlɔŋ yà da yaɓa. "I bought rice and onions."

Sumo dà Fulomo pà. "Sumo and Fulumo came."

b. kpéni fêi means "because" or "for". kpéni fêi means "It is not without a reason", so it always introduces the cause or reason for the previous statement.

Example:

Kpéni fêi, yá támaa káa naa. "Because there is a lot of water there."

c. maa-mɛni na means "for this reason". (You also hear mɛni ma). It emphasizes that what you said is the reason.

Example:

Kú pà yaɓa mɛni mà. "We came for onions."

d. à kɛ̀ tí means "in that case." It generally introduces a sentence and refers to what has just been said.

Example:

À kɛ̀ tí, fêɛ ſ manaŋ míi. "In that case, you'll have to eat cassava."

e. ǹyaa ɓé can be translated as "consequently" or "as a result." It can connect two clauses or introduce a sentence by referring to what has gone before.

Example:

Ǹyaa ɓé, ŋá lìi. "And so I went."

f. kɛ́lɛ means "but" and for the most part is used just as in English.

Example:

Kɛ́lɛ, kú fe pá ní. "But we didn't come here."

These are the most common. You may discover others as you solicit or write texts and dialogues.

4. You have now learned all the basic materials for complex noun phrases. One additional note: if there are two or more adjectives and the noun in the specific, only the last adjective has the specific marker as well.

5. There are two other ways to express obligatory action:

a. Maa-nɛ̃ɛ + hortative-consecutive sentence means should do something.

Example:

Maa-nɛ̃ɛ ŋá wúle tóo. "I should sing."
Maa-nɛ̃ɛ ŋá li. "I should go."

b. Gáá sɛŋ + hortative-consecutive sentence expresses "need to" or "ought to."

Example:

| | |
|---|---|
| Gáa sɛŋ ŋá wúle tóo. | "I ought to sing." |
| Gáa sɛŋ ŋá lí. | "I need to go." |

6. In Liberia schools are <u>not</u> free. There are charges which students must pay. They often must pay for their books as well. This is one reason for the delayed education of Liberians. Often they must work as well as go to school.

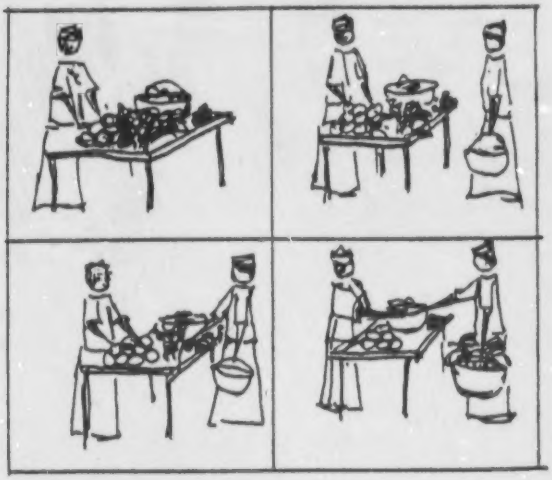
The schools are usually overcrowded, understaffed, and under-equipped. It is very difficult for rural areas to attract teachers from an insufficient supply. Nevertheless, the students, by and large, are persistent and try to learn from every opportunity - as you will learn when crowds gather to ask questions, help with schoolwork,.etc.

EXERCISES

1. Make flash cards for 0-9. Then have your tutor hold them up singly or in combination. Say the number. Do this often for short periods of time until you can give the number without hesitation.

2. Construct a drill using 6 or 7 adjectives, numbers, demonstrative pronouns, and 6 or 7 nouns. Try to make noun phrases of varying length.
   Example: one big, tall man
   two big, tall, fat men
   this big, fat, tall man
   these two big, fat, tall men
   Make sure your tutor corrects you if words are not in their proper order.

3. Use these pictures to describe/discuss/create a dialogue.



4. Create two dialogues involving food purchases. Have them corrected, then act them out.

5. Write a 20 sentence description in Kpelle of the market in your area. You may need to ask friends or your tutor about certain customs, the organization, etc. Have your tutor correct it, and use it for listening/speaking practice.

6. Write 3 sentences using each of the expressions discussed in the Grammar Notes.

REVIEW

1. Can you use the words maa-nɛ̃ɛ, gaá sɛŋ, kɛlɛ, ɲyaa bɛ, à kɛ̀ ti, ɣele da, fɛ̂ɛ, dà, and kpɛ́ni fɛ̃i correctly in a sentence?
2. Can you express supposition? Obligation?
3. Can you use the connectives correctly and easily?

SELF-STUDY TECHNIQUES

Role playing is often effective as it gives the learner a better picture of actual language use and is usually much more fun than drilling. Used with some direction, it can be very effective. This lesson lends itself well to such an approach.

First describe a certain situation and then act it out. For example, describe two persons - their statuses, occupations, etc., and then act out their probably behavior.

This activity, if planned and carried out, can yield cultural insights of more value than just the language practice.

# LESSON FOURTEEN.....DAILY TASKS

GOALS

1. To learn to discuss common household and daily tasks.
2. To learn household vocabulary.
3. To learn some sentence coordinators.
4. To learn more about the pronoun system.

VOCABULARY

bɔ̂kí...bucket

fála...cut, tear

gãla...an herb (for dye)

gâla...fence

gára...mat

gbì ŋ...bed

ɣɛli...rope

ɣìri...tie

kala...week, grass

káŋ...wall

kêre...palaver hut

kɔli-dêŋa...screen

kɔ́paŋ...compound

kpaa (máŋ)...or

kpàlo...piassava palm branch

kpɛlɛɛ kêre...country kitchen

kpó-pɛrɛ...latrine

kpòno...log (to sit on)

kpono maa-pâa...camwood

kpòŋ...door

làa kẽle...sweep

leɣi...pan,pot

leɣi-ɣili-kɔli...stove

loŋpo...room

lɔii...floor

marê-kɛ́...ask a question

ŋaa-bo...wake up

ŋɔŋ...fire

ŋɔŋ-teŋâ...fireplace

panâŋ ma...yard

pɛ́rɛ-kpɛ̃ya...thatch roof

pɛrɛ-laa-lei...house entrance

sâla...sacrifice

sâla kula...make a sacrifice

sêlɛŋ...hand up

sɛŋ-fólo...fishes

si-yá...porch

sia...rub

sɔɔ...daub

téŋá...coal

têya...pump

waa...wash

wâa (wáwa)...broom

waa gàla...bath house

wúru-kau...stick

yá ǹyá tɛ́i...well

yèkɛi...shirt

ziɛ...ceiling mat

ziyɛ...ceiling

DIALOGUE

| | | |
|---|---|---|
| A. | Kɛ́ a ɣele-waa inâŋ a: Iŋaa-bo, inyɛɛ, imu seɣe. I ŋɔ̀ŋ tóo. | In the morning, the father says: Wake up, get up. Make the fire. |
| B. | Owei. ɱuaa maa gɛɛ ŋa ŋɔŋ tóo. | Okay. I will make a fire. |
| A. | Ya kpɛɛ ŋɔ̀ŋ tóo, ye ilá waa. Yá kpɛɛ ilá ma i banâŋ ma kêle. Yá kpɛɛ banâŋ ma kêlei, i pa béɾɛi mu inaa kéle. Yá kpɛɛ béɾɛ mu kêlei ká ilee ka li nɔɔ-kpalaŋ-ŋa. Ká li nɔɔ-kpalaŋ-ŋa nyɛ̃ɛ yá ká ɓɛlɛ tuma-laa ma kápa là. Ye ńónii waa. | After you make the fire, wash your mouth, then sweep the yard, then come in and clean the house. After that, go with your mother to the market. When you go to the market buy fish and greens and bring them. Wash the children. |
| A. | Ya kpɛɛ nía-pɛlɛ waai? | Have you washed the children? |
| B. | Owei, ŋá kpɛɛ nía-pɛlɛ waai. | Yes, I have finished washing the children. |
| A. | Ká naa galai fála ka kpɛɛ, ŋa pâi sɛŋ da téɛ ipô naa. | After you finish cutting the grass, I will give you something. |

TEXT

Berei kwa pɛɾɛ tɔɔ la ku kpɛlɛɛ taa su bere ka ŋá pâi bela ŋi. A gɛ̀ wɔlɔ-wɔlɔ kɛ́ ti yá kɛ́ nûa marê-kɛ di kpɔmaa téɛ ipó ká li nɔɔi su ka ŋúru-kau tee ká pá la daai su. Ka pá la daai su imò nûai dia di kpɔmaa téɛ ipɔ ká béɾɛi pilaŋ. Ká kɛ́ ŋúru-kau ɣiti a ɣɛli. Ká kpɛɛ a ŋà pâa, ká kpɛ̃ya ká maa-pâa. Ká li ká gele-laa tée ká pá lá ká dɛ̀ ma. I bɛɾɛ kpono maa-pâa a wúru-kau wayâŋ kpaa maŋ kpàlo. I mò nûa dia di kpɔ káa ka zɔɔ. Maa a kpala inɛni kpaa maŋ nɛni da kpɛni di ziɔ. I gbóŋ tóo. Ka pá téɛ mu ká sala kúla.

This is the way we Kpelle build houses in our region. I will explain it to you. In old times, people, when you got married, helped you go to the bush to cut sticks and bring them to town. After bringing them to town, all the people help you build a house. After tying the sticks with rope and arranging them, the roof is fixed. They cut the palm fronds and put them on. The main part of the house is made of camwood or piassava palm wood. Then you tell the people to help you daub. After it gets dry, your wife or wives work hard rubbing it. You put in the door. Then you go inside and make a sacrifice.

GRAMMAR AND CULTURE NOTES

1. More Coordinate Sentences

a. Fêɛ followed by the negative conditional or consecutive, but not at the beginning of the sentence expresses "except" or "unless".

Example:

Fe mii-sɛŋ wêlii fêɛ tuma-laa.
"I don't want any food except greens."

b. If the verb occurs in another tense, then the idea is "before."

Example:

Ku pɔri lîî fêɛ é pá.
"We can go before he comes."

c. If until is meant, use: kwa pai + clause describing first activity then second clause.

Example:

Kwa pai kuláa mii ku lɛ́ɛ serîi Gbomue.
"We will eat before we reach Gbomue."

1.b and 1.c may both translate as "before" in English. The difference in Kpelle is this:

Fêɛ "before" means that something must be done before the activity described in the second clause.

Kwa pai "until" or "before" simply means the action will occur before the action in the second clause.

2. ɓɛ́i, which comes from ɓɛ́ + i, is used to make a relative clause indicating "where."

| ɓɛ́i + clause + naa + ____ + i |
|---|

Note: even if the final word in the phrase has a specific marker -i, still add an -i. If the word ends in -ii, however, do not add a third.

Example:

| | |
|---|---|
| ɓɛ́i ŋa lîi naai... | "Wherever I'm going..." |
| ɓɛi ŋà lì naa a mɔlɔŋ... | "Where I took the rice..." |

3. kɔlɔŋ "to know" can also mean "to suppose" "to guess" or "to think."

a. To express a meaning of "I know something (now)" use the hortative-consecutive pronouns and the verb in the stem tone.

Example:

| | |
|---|---|
| ŋá ǹũui kɔ́lɔŋ. | "I know the man." |

b. If a sentence follows kɔlɔŋ rather than just a nominal object, then the meaning is suppose, or guess.

Example:

| | |
|---|---|
| ŋá gɔ́lɔŋ a lîi. | "I think she's going." |

To express the idea of "know" in this context (with a sentence complement) kpɔ́ à gɛ́ɛ is used between kɔlɔŋ and the sentential clause.

Example:

| | |
|---|---|
| ŋá gɔlɔŋ kpɔ à gɛ́ɛ a lîi. | "I know (for sure, for true) she's going." |

c. To express a past meaning, the auxiliary verb kɛ̀ is used.

| pronoun + kɛ̀ a + kɔlɔŋ |
|---|

or

| pronoun + kɔlɔŋ + kɛ̀ |
|---|

Example:

ŋá gólɔŋ kɛ̀ a lîi. "I knew she was going."

d. In all other tenses it has the meaning of "know."

4. wɛ́li

Wɛ́li has some parallel distinctions. However, in the present it is treated as a stative verb if you mean "like" or "love."

Example:

ŋá ǹūui ŋ̀wɛ́lini. "I like that person."

If kɛ̀ is used as an auxiliary with past tense, then wɛ́li means "want" rather than "like." To indicate the "want" meaning is present, use the regular present.

Examples:

ŋá ŋ̀wɛ̀li. "I liked her."
ŋa kɛ a ŋwɛli. "I wanted it."
(Note: use wɛli in an adjective form.)
ŋa ŋ̀wɛlii... "I want to..."

5. Pronouns

a. Conjunctive Pronouns

| | |
|---|---|
| kà | you |
| dà | he |
| dwà | we |

Conjunctive pronouns are used only with another noun or a singular pronoun in this format:

| pronoun _____ pronoun + remainder of sentence |
|---|

Examples:

| | |
|---|---|
| Dà Moses da pâi. | "He and Moses are coming." |
| kwà Moses kwa pâi. | "Moses and I are coming." |

This also can be used to express the idea of accompanying someone or some people. So the sentences above could also be translated "He is coming with Moses" and "I am coming with Moses."

b. Independent Pronouns

Independent pronouns are used in marked complement construction and also in some emphatic situations. These are:

| | |
|---|---|
| nyá...I | dia...they |
| bá (yá)...you | kuá...we |
| ǹyà or là...he, she, it | káa...you |

Examples:

| | |
|---|---|
| nyá ɓe. | "It's me." |
| lí à dia. | "Take them." |

c. Compound Expressions

The first element of a compound expression is the pronoun ka, da, or kwa.

The second element is: a pronoun showing either the person you are speaking to, or those you are speaking about.

Third element -ni, occurs only after kâa or dîa to indicate that the whole reference group encompasses more than two people.

Examples:

| | |
|---|---|
| da ǹyaa | "they (including him)" |
| da dîâ-ni | "they (including more than 2) |
| kwa yá | "you and I" |
| ka ǹyaa | "you and he" (you including him) |

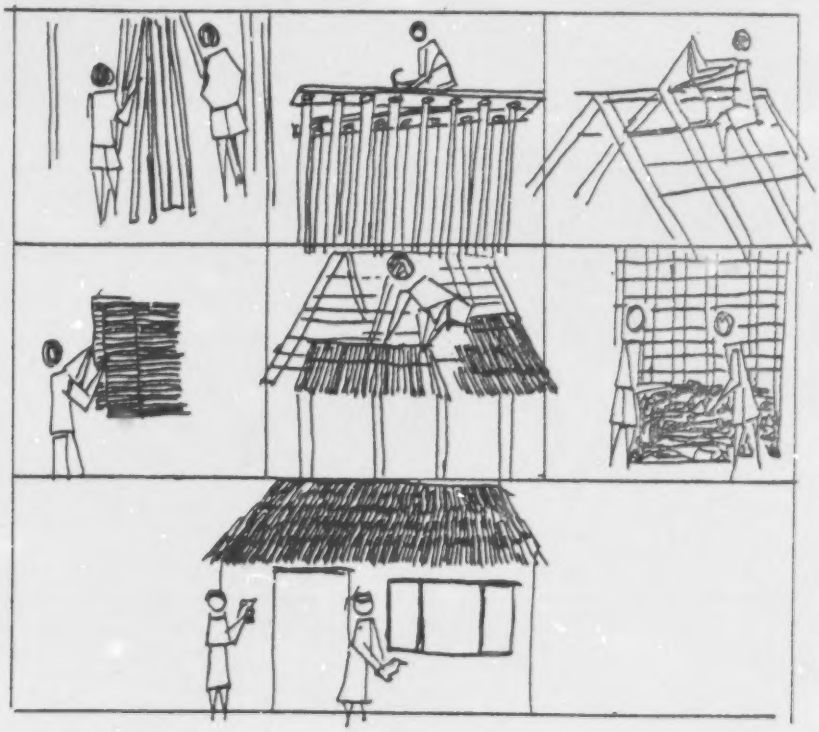
The subject pronoun in the sentence follows three pronouns and agrees in person and number with the first pronoun in the combination. So:

| | |
|---|---|
| Kwa nya kú lì daai su. | "We (he and I) went into town." |
| Ka Flomo ká lì? | "Did you go with Flomo?" |

5. Most Westerners have houseboys in Liberia. While at first this may strike you as elitist or colonial, in fact, it helps the houseboy as much as the employer. The houseboy may receive a salary in addition to meals or he may receive room, food, school fees and pocket money or whatever combination of these seems feasible. The employer also assumes some degree of responsibility for the houseboy's welfare and is expected to treat him much like one would a relative. In return they take on the ordinary household tasks as mutually determined.

EXERCISES

1. Use these pictures which show various stages of housebuilding to describe/discuss how it is done.



2. Using these pictures, construct several dialogues and texts on household tasks.

3. Construct two 10-sentence dialogues giving instructions for activities of the day. Practice with your tutor.
4. Have your tutor use those texts to ask you questions which you will answer. (e.g., What did they do first? Then what? etc.)
5. Practice using the connectives you have learned by making up a list of 10 or more simple sentences. Then combine any two until you have used them all. Do this as often as you feel necessary.
6. Construct 3 or 4 drills for kɔlɔŋ,wɛ́li, and the connective pronouns.
7. Write a text describing daily tasks in a typical Kpelle family. Correct it and use for practices. Try to make use of the grammatical points presented in this lesson.

REVIEW

1. Can you describe daily household tasks?
2. Can you use each new vocabulary item correctly in a sentence?
3. Can you vary your texts by using coordinate and complex sentences?
4. Can you use and understand the new pronouns?

SELF-STUDY TECHNIQUES

1. Choose one specific subject that interests you (for example, a technical subject like well-digging).
2. Divide a blank page into six equal squares. Think of six objects related to the subject chosen (a shovel, cement, ramrod, bucket, pulley, and water). Make a rough sketch of each of the objects.
3. Identify each drawing for your informant, and have him supply the appropriate word or words. Write the name of the object under the picture including the article (the or a). Have your informant repeat each word. Listen carefully and repeat.
4. Make sentences with each of the objects and have your tutor correct you.

5. For each drawing, make a list of questions and answers. Have the teacher correct your pronunciation and structures.
6. Ask him the questions and have him answer.
7. Have him ask you the questions and you answer (construct a negative as well as a positive answer for each question and practice them.
8. Based on the structures learned in your sentences, questions and answers, begin to compose a paragraph based on the series of objects. Create your "story" sentence by sentence, first orally, then on paper (or preferably on a blackboard if one is available). Limit your text to a maximum of six lines.
9. Read the text as you have written it. Have the teacher correct your pronunciation.
10. Slowly erase or block out words in each line (first nouns, then verbs, then adjectives, etc.) reading the text after each series of erasures. Continue until the entire text has been erased and you can recite the six lines without the aid of the informant or the written text.
11. As a final review, have the informant ask you questions about the text.
12. Outside of class, use the new vocabulary in a real situation.
13. Review the text during the following session before going on to something new.

from Gary Engelberg
An Expanded Collection of Language Informant Techniques
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## LESSON FIFTEEN.....REVIEW LESSON

TEXT

ŋá pɛ́rɛ ma ɓɔi da ké ma Sũmo. à pá tii kêi Túna káa saa púi, kɛ́lɛ a pài dúnai a tiyeŋ mɛni fúlɔi a gèi ǹyá ɓa é li nɔɔ-kpálaŋ ŋa. ŋá sêleŋ puu tɛ́ɛ bɔ́ a gɛ́ɛ é túma-laa, nyɛ̃ɛ ta kpólo yá. ɛ́ yeŋ kpótolo su daai su. à nɔɔ-kpalaŋ-ŋa sèleŋ fɛɛrɛ-nɛ̃i kpɛɛ a nyɛ̃ɛ sɔɔ sèleŋ fɛɛrɛ nɛi kɛ ɓo a kpòlo sɔ̃ɔ, eetíŋ ké ɓo Fuma-laa sɔ̃ɔ. Zɛŋ-kao nyii lɛɛ ǹyée-ŋa é télaŋ yá é mìi. Télaŋ káa a fóŋ. ɛ́ lɛɛ pá pôlu è kpɛla ǹào ta pɔ́ naa. Gɛ́ɛ a pá pôlu, e mài ɣili leɣi-ɣili-kɔli ma. à tinaa nɔii waa é bɛ́rɛ mu kpɛ́tɛ.

Questions

1. Mí tãi ɓe bórɔŋ ɓóɔ a pá tii kêi la?
2. ɣɛɛlu ɓe i gbɛɛ mii-sɛŋ ŋi kelee mɛni ma?
3. Le ɓe è gɛ̀ é lɛɛ pá pôlu?
4. A tinaa bɛ́rɛ mu waa?

EXERCISES

1. Translate into English:
   a. Bɛ́rɛ kɛ́têi.
   b. Kúla Kaka-taa é li Dúkɔɔ vè kôya niti.
   c. Túna a pú a fólo-laa ɓo ɣele?
   d. Túna ŋi ŋîli tɔnɔ káa a fóŋ.
   e. Da tinaa li Gbãŋa.
   f. Da pá nyɛ̃ɛ támaa yá da gòi.
   g. ŋúru-saa núu Káa teɓele nina kpɛ́tɛ.
   h. Ká feerɛ ká kɛ́ Sâlala.
   i. Kùla bɛ é li Gaŋ-taa gáa a sèleŋ puu kau feerɛ nɛ̃i têse su.
   j. Samà-yá ɣele é kpɛɛ a yàloŋ ŋi.
   k. I gɔlɔ ŋa kelee lóno?
   l. Ye zèɣe ŋa kelee waa saa.
   m. Yá-lee kɛ́tɛ kaá ɲà-saa lɔii su.
   n. Ye li nɔɔ-kpálaŋ ŋa, a kɛ́ ti i banaŋ ma kéle.
   o. Kópu tɔnɔ káa sèleŋ fóŋ kɛ́lɛ veerɛ kɛ ɓo a sèleŋ feerɛ.

2. Translate into Kpelle:
   a. Is it dark at night?
   b. Did you wash the dishes?
   c. I want to go to the market to buy fruit.

d. They are walking on the new path.

e. He made the soup with greens, fish, and palm oil.

f. Monrovia is near the ocean.

g. The Mandingo women sell fish.

h. We need to go to Ganta to buy cloth.

i. Boil the water.

j. Tell me where the tree is.

3. Convert all the sentences in the English to Kpelle section into questions. Then answer them - using at least 2 sentences for your answer.

4. Construct a dialogue that reflects a common event in your daily life. Correct it, then record with your tutor.

5. Write a description of the village/city in which you live. Describe the geography, buildings, activities, etc. (At least 10-12 sentences.) Correct and have your tutor record it.

6. Summarize all the grammar points from Lessons 11-14, just as you did for Lesson 10.

# LESSON SIXTEEN.....CLOTHES AND CRAFTS

GOALS

1. To learn vocabulary for clothing and crafts - colors, terms.
2. To learn to use comparative.
3. To learn more adjectives.
4. To develop awareness of traditional methods of craftsmanship.

VOCABULARY

bàla...rattan
bɛ̂lɛ...trousers
ɓora-ɣale...bracelet
dée...art
gára...mat
guro-ɣale-núu...jeweler
gbène fé lɛlɛɛ ni...unhealthy
gbene kɛ́tɛ...fat
gbène-lɛ́lɛɛ...healthy
gbene pɔli zu...medium size
gbiniŋ pú ma...loom
gbôno...ring
ɣili maa sêɣe...lapa, skirt
káaŋ...shoulders
kɛ́tɛ...big
kolâ...rice bag
kóle...white
konâ...mortar
kôya...long
kɔɔ-ŋa kɔlɔ...shoes
kuro-te (dekpé)...little
kwɛyɛ̂ŋ...necklace
kpâra...head-tie
kpeleŋ...yellow
kpiri-kɔlɔ...sandals
kpôlɔ...basket
kpɔlu...red
kpuaa...short
laa-seɣe (pɛlɛ-mɛi-seɣe)...lapa
laa-ŋunu...green
lɛ́lɛɛ...good
lɛ̂lɛɛ aŋanaa...beautiful
lĩi...raffia palm
lii ma sɛŋ...choice
lii-nɛɛ...happy
ma kanàŋ (saa)...carve
mela...strip
miliŋ...trouser leg
mu-seɣe...tall
mu-tɛi-ɛɛ...blue
neɣeŋ...face
nɛni ma yɛkɛ...dress
nyɔ́mpɔ...ugly
pala...weave
pɔ̃ɔlɔ...to spindle
pôrɔ...clay, mud, topsoil
pɔ̃yɛ...mark, design
pɔ̃yɛ...color
pɔ̃yɛ maa lálɛŋ...dye
pɔ̃yɛ pú ma...embroider
saa...carve, hew
saɣílaŋ...needle
samâ...waist
same...root
sêɣe-nina...new cloth
sêɣe-sɔlɔ-núu...tailor
sêɣe yée-koya...sleeve (long)
sîi...kind, type, variety
tɛ́i...black
tinaa maa...spin
tuma...fishing net
woli-kweyɛ̂ŋ...earring
wɔlɔ-wɔlɔ...a long time ago
wúru-kɔlɔ...fork
ye gbiniŋ ma...weave
yée...thread

yɛ̀kɛ...shirt
yuɔ̀ɔ...axe
zeɣe zu...choose
zɔ́lɔ...sew
zu-kpalaŋɔɔ...strong, manly
zu-saa...lazy

DIALOGUE

| | | |
|---|---|---|
| A. | ŋa wɛlii i ŋa seɣe sɔlɔ bɔ̃yɛ tóo zu i gbɔlu ké ǹyée ma gɔŋ ma pɔ̃yɛ. | I want the shirt to be multicolored with red sleeves and a design (embroidery) on the neck. |
| B. | Lɛ̀ɛ naa ŋá seɣe da-kpɛni sɔlɔ yɛ̂ɛ. ŋá sɛ̀ɣe kɔlɔ-mu-tɛi-ɛɛ sɔlɔ yɛ̂ɛ. | Let me show you some different cloths. I will sew a blue shirt for you. |
| A. | Kpao. Mvé ŋ̀wɛ́lii a seɣe-kɔlɔ-mu-tɛi-ɛɛ. ŋá ŋ̀wɛlii a seɣe kpɔluɔ. | I don't want a blue shirt. I want a red shirt. |
| B. | Geɣe kpɔlu be wɛ̀li káa yá? Owei. ŋá pá zɔlɔ. Kɛ́lɛ ŋá zɔlɔ ya pâi fela fé. | You want a red shirt. Okay, I'll sew it. But, if I sew it, you will pay. |
| A. | ŋá wɛ́li ya zɔlɔ igbɔlu pu ǹyée. | If you sew it, I want red sleeves. |
| B. | Bere iŋa seɣe kpɛtɛ lai ńii fé laa ni iǹyée tɔnɔ koya tɛɛ́ gbeli ma. | The way you have fixed my shirt is not satisfactory because one sleeve is long, the other short. |
| A. | m̀m. Owei, ŋa pá zɔlɔ. | Okay, I'll sew it. |
| B. | Yá gbɛ́tɛ pa la. | After finishing it, bring it to me. |

TEXT

Kwii-seɣe-mɛni é lɛɛ pai, kpɛlɛɛ-seɣe be kɛ̀ a kuseɣei Laibia. Nei-pɔlɔ-ŋa ba kâa ǹyeei sì di bɔ̃lɔ. Tãi zinàai da kãa kɛ̀ kpàlaŋ ŋá-tii kɛ̂i lai, nɛyaai da kâa ǹyeei pɔ̃lɔ a kúu. Da kâa dɛ̀i kpaa di gbɔlu a tuma-laa, wúru-kɔlɔ da wúru-same.

Zeɣe pala-belai da kâa ǹyeei tòo di bɔ̃yɛ, di bala a mela kòya. Da kâa zeɣe-belai tee-tee di zee gìe ŋa a láa-seɣɔ, ɣiri-maa-seɣe, yokpo da zii da kpɛni-ŋa.

Before the coming of imported fabrics, country cloth was widely used in Liberia. Mostly older people planted cotton. While the men were busy with the farm, women, often in groups, carded the cotton and spun it into yarn. They also used the leaves, bark and roots of certain trees to dye the yarn.

Weavers wove the yarn into long strips, making designs. The strips were cut and sewed together for lapas, bedspreads, gowns and other clothing.

from Craft Calendar
Kpelle Literacy Center
Totota, Liberia

GRAMMAR AND CULTURE NOTES

1. Comparisons

English has comparison using different forms of the adjective - large, larger, largest. In Kpelle, there is no change in the adjective for any of these meanings. Often, the meaning comes from the context: if you ask what animal is big, by implication you are asking which is biggest. When the meaning is unclear, Kpelle speakers will express the comparison explicitly using the verb tiɛ to pass or surpass. So: for something ___er than something else:

| é téɛ ... ma -er |
|---|

Example:

ɛeɣei ŋí ǹéleêi é téɛ nyita ma.
"This shirt is better than that one."
Literally: this shirt is good, it surpasses that one.

If something is the ---est:

| noun + specific + adjective + specific |
|---|

Example:

ɛeɣei ǹéleei "the best shirt"

If two things or actions are similar:

| .... yêe .... |
|---|

(for things)

Example:

ɛeɣe ŋí ǹéleêi yêɛ nyiti.
"This shirt is pretty like that one."

| ... yɛ̂ɛ berei ... | for activities, abilities, etc. |
|---|---|

Example:

Fa sɛŋ kâa yɛ̂ɛ berei ya gàa lai.
"I don't see the way you do."

2. Some verbs - agree, promise, believe, do, etc. - sometimes use the completed action verb form for emphasis even though the speaker may be referring to a present activity.

Examples:

A fáa. "He does agree." "He agrees."
"He has agreed."

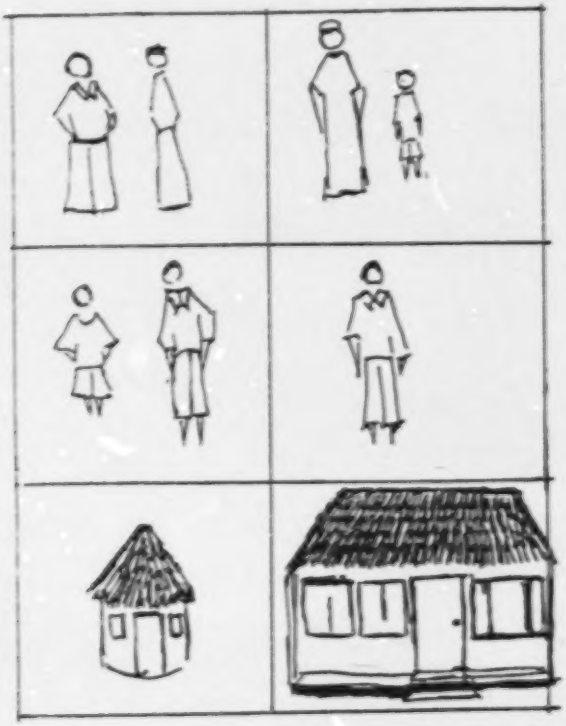
Using A fáa for the idea "He agrees/does agree" is more emphatic than A fáâi..."He is agreeing."

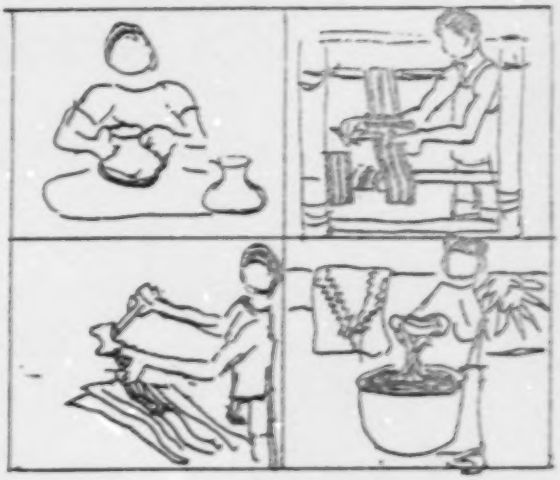
3. Although the greater availability of manufactured goods has led to a reduction in the practice of traditional crafts, Kpelle still produce a number of daily items in their own style. If you live in a village you are more likely to see people at work and the results of their craftsmanship. If you wish to learn more, you may want to obtain the 1976 Craft Calendar from the Kpelle Literary Center, visit the museum at Cuttington College or read some of the books obtainable in Liberia.

4. You probably have noticed that Kpelle color words differ from English color words. The number of distinct Kpelle color words is smaller than English color words yet the expressive possibilities are the same. Practice by using color terms as often as you can - even when something could be said without specifying the color.

EXERCISES

1. Use these pictures as a basis for description, dialogue, and vocabulary drill. Then draw some of your own.





2. Review material on adjectives. Then compose some drills for practice - especially working on comparisons:

   Example: bigger than
   biggest
   too big
   not big enough
   the same as

3. Compose 3 short (5-6 sentences) dialogues on different topics with your tutor. Sample topics: What did you do yesterday? Buy some cloth. Go to a tailor.

4. Do some "contextual" pronunciation practice. Write several sentences and a snort dialogue. Practice each until your tutor okays it. Have your tutor record it, practice daily, then say it again for your tutor. Do this until you get it right.

REVIEW

1. Can you describe clothing and handicraft items at a basic level? Have you mastered the vocabulary? Added some items?
2. Can you use the comparative expressions with ease?
3. Can you buy clothes in Kpelle?

## LESSON SEVENTEEN.....HEALTH I

GOALS

1. To learn terms for internal body parts, feelings, states of being.
2. To learn to express contrary-to-fact statements.
3. To learn use of kɛ for emphasis.
4. To review noun phrases, expressions of manner.

VOCABULARY

à fũo...unconscious
a kɛ́ ɓalo...to be getting better
ɓɔlɛ-kpe-goi (kpɔara)...hate
fũle...lungs
gèleŋ...burn
ɣale...break
ɣaleɛ...broken
ɣɛ̂lɛ...laugh
káa a vúlu...alive
káa búma...dead
kaa kɔlɛ̂i...to be sick
káa saài...to be dying
kaàŋ-kau...feces
kau...bone
kéreŋ...burn
kirɛ...speed, hurry, haste
koi...stomach
koi-kána...constipation
koi-saa...barren woman
koi-tɛ́ɛ...diarrhea
kɔ́lɛ...sick
kɔlɛ a tɛ̂i...have a chill
kɔlɔ-fela...illness
kɔlɔ-wɔlɔ...scratch
kɔlɔi a naa póno...to be recovered
(was sick, now well)
kɔlɔi pónoɔ̀i...to be well
kóo ta nina...newborn baby
kɔna...throat
kɔ̃ɔŋ...moon
kɔ́ɔ̂ŋ...weigh
kpono-fãa-maa...have a fever
kwatara...old
láa-yá...spit
laɣi...shout
lii nɛɛ...happy
lii tóoɔ pólu (káa yaòi)...afraid
lii-tɔɔ...rest
lii wana...vexed, angry
-lii/-woni (Gbarnga)...liver
luu à naa seɣe...scab
maa-fela-laa...set a bone
from 'maa-fela'...change
máki...vaccination
-nana...vein
nuu-ɓelaa...operate
ŋanaa...a lot, much
-ŋãma* (usually ŋãa)...blood
ŋɛi-kɛ mɔ-mɔ̀...smile
-ŋîni...breast
ŋɔsoo-kɔli...motor bike
paa...sore
paa kɛ̂ɛ núu ___ na...sore (body part)
pono...clear, fair
pɔlɔ...old, to get old
siɛ-pɔlɔ...old man
-púlu...intestines
saɣílaŋ...injection
saɣilaŋ-tɛ́ɛ...give an injection
sale...medicine
sale-kau...tablet, pill
sale kpele...liquid medicine
seri...to reach, arrive at
sóli...hurt, ache
-sũa yá pú...runny nose
surɔ̂ŋ-pɔlɔ (nɛni-pɔlɔ)...umbilical cord

*Note: ŋãa form is not a dependent noun

tée...cut
tɔɔ-sɛŋ (lɔɔ̀)...rash
tɔ̃ɔŋ...cough
tɔ̃ɔŋ saa...produce a cough
tóo (pú)...fall down
wɛ́li-kɛ-maa...bone
wòβe...urine
wɔ́lɔ...cry
wɔlɔ-saa zu...sob
yée-kɔŋ...muscle

DIALOGUE: Taking a History

N: Marè-kɛ ŋa da káa ná a gɛɛ ŋa dɛ̀ɛ i zu kúla mii. Le ɓe a wana yá?

Nurse: I have some questions for you to answer. Where does it hurt?

P: ŋ̀goi a sóli.

Patient: My stomach hurts.

N: A sali ikpon ɓèla-dakpɛni ma pere?

Nurse: Does it hurt anywhere else?

P: Mbolu da ŋgɔna diŋanaa.

Patient: My back and my throat hurt too.

N: Tãi ɣɛɛlu ɓe yá gɛ́ kɔlɛ? Igbono fáa-yá?

Nurse: How long have you been sick? Do you have a fever?

P: ŋá gɛ̀ kɔlɛ a tãi su-koya. Kɔlɔ-fáa-maa a gɛ̀ má a fólo saaɓa.

Patient: Oh, I have been sick for a long time. I have had a fever for three days.

N: Tɔɔŋ káa yá?

Nurse: Do you have a cough?

P: Kpao.

Patient: No.

N: Yá ta kɔlɛ a gɛ̀ɛ ŋi a bɔ̀lɔ?

Nurse: Have you been sick like this before?

P: Owei. Gɔlɔ-fela e pɛlɛ má korâŋ pɔlɔ su.

Patient: Yes. I came here last month when I was sick.

N: Sale sii kɛ́ɛ leŋ di dɛ̀ɛ ipɔ́ naa. Di sayilaŋ tɛ́ɛ ipɔ́-naa?

Nurse: What medicine did they give you? Did they give you an injection?

P: Kpao. Dife sayilaŋ tɛ́ɛ ti mɓɔ́. Di sale-kau-ya tɛ́ɛ pɔ́, kɛlɛ ŋwɛ́li té kɛ ni má ɲya ɓe kpela zeɣe.

Patient: No injection. They gave me some pills, but I didn't like them, so I stopped taking them.

N: A kɛ̀ gá wála i sale-kau seɣe ifé pà ɓalo. Ye lɔ ikomai tãi maa-kpɔ kúro. Ifé lóno. ŋa pá pôlu lonii ma.

Nurse: If you don't take your pills, you won't get better. Wait a few minutes, and keep this in your mouth. Don't talk. I will be right back.

TEXTS

Text 1

Fulomo káa ŋi. é tóo aŋɔsoo-kɔli, kpɛni fei é kɛ́ kirɛ seri aŋanaa. é tóo é wana ŋuŋ ma é ǹyée yale. E kɛ́ kpɔ nɔti, núu da e seɣe é li la zalepérɛ la. Gwii-zoo e ǹyée see gie ŋa e tela ŋɔpára ŋapɛlɛ ŋuŋ na. é ké ti e lɛɛ gbiŋa é vii tɔɔ a kuro.

This is Flumo. He crashed his motorbike because he was going too fast. He has a cut on his head and a broken arm. Fortunately, someone is taking him to the hospital. The doctor will set his arm and stitch his cut. Then he will have to stay in bed and rest for a while.

Text 2

Nôlon ŋí lêlɛi. Núu kélee à nôlon ŋí kàai, a ŋwêlii é zòŋ. Gɔlɔ lêlɛi ma. ŋuŋ-leya lélɛɛ ŋɔ́nɔ ŋ̀ûa. ŋ̀éi-gao lélɛɛ ŋɔ́nɔ. Gbonôi kpanaŋɔ̃ɔi, gétɛ ŋɔ́nɔ. Nîi nɛêi. À kètɛ, a pai tíi kêi a ŋbanaŋɔɔ é mii-sɛŋ támaa sɔlɔ bó ŋɔ-nûai mɛni ma.

Lé bé gè nôlon ŋí ké lélɛ tí? Nee a mii-sɛŋ lélɛɛ támaa tèɛ bó.

This baby is too fine. Whenever anybody sees the baby, they want to hold him. He has fine skin and fine hair. His eyes are clean. He is strong and fat and happy. When he gets bigger, he will work hard and provide good support for his family.

What can make this baby fine so? His mother gives him plenty of good food.

from 1980 Nutrition Calendar
Kpelle Literacy Center
Totota, Liberia

GRAMMAR AND CULTURE NOTES

1. Contrary to Fact

The following verb form does just what the name suggests: used to tells of a condition or wish that is not true.

| past pronoun + -ì + verb stem + low tone |
|---|

or

| past pronoun + stem + ì |
|---|

Example:

ŋâi pà or ŋâi pài "I wish I were coming..."
lôlo ŋ èì pà, èì "If the child were coming...he"

Note: if you add a third action (if the child were going, he could take money and buy it), then use the consecutive for the third verb.

| past pronoun + -ì + wàla + verb stem |
|---|

Example:

èì wàla pá... "If he hadn't come..."

then in the main clause use:

| past negative pronoun + ì + stem + low tone |
|---|

Note: alternatively the main clause may be: pronoun + ì + fé + ì and/or the verb stem + ì.

Example:

kufêi pà. "we would not have come"

This verb form can also be used to express "should have."

| pronoun + ì + pɔ̀ri + stem + low tone |
|---|

Example:

èì pɔ̀ri pà...  "he should have come"

2. Kɛ is used before the verb stem + -i to indicate intensification. This can take several forms - as it answers the tense for the clause.

Examples:

è kɛ̀ pâi.  "He was coming."
a pâi kɛ̂i pâi.  "He will be coming."

3. Review the sentences expressing 'how' or 'for what reason.' Review by reading the grammar notes of lesson 9 and then create sentences like:

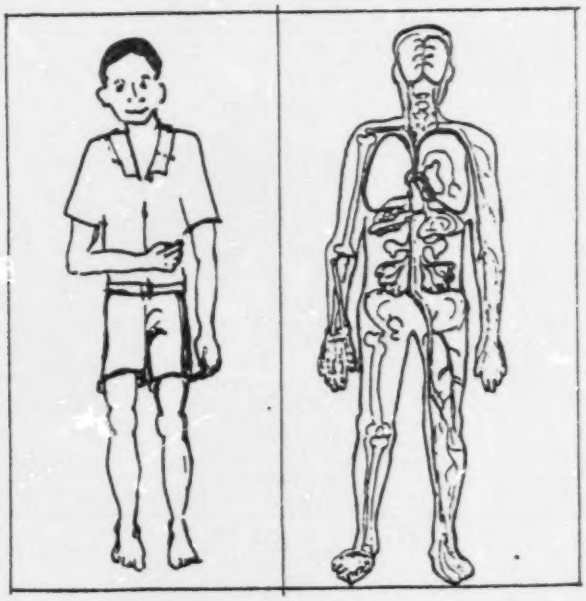
The doctor gave me medicine for a month.
He made it happily.
The girl brought it for me.

4. Review noun phrases: noun, objectives, number, specific.

5. Kpelle are expected to react strongly and dramatically when ill or grief-stricken. In many cases, they may try to kill themselves if a close relative dies. If you are working in the medical field in Liberia, you should be prepared for this. In many cases, the strong grief reactions prevent parents from helping the medical workers as much as they want to do.

EXERCISES

1. Using these two bodies, label both internal and external body parts.



2. Construct 4 dramatic situations and then act them out. Then describe them. Example: One person knocks over another's cooking pot. A person falls and breaks his leg.
3. Construct dialogues and texts - at least 2 of each. Use self-study suggestions. Try to write a text explaining how something happens. Examples: how to clean up the compound and why; disease and prevention.
4. Don't forget to practice contrary-to-fact. Include it in your texts and dialogues.
5. Practice states of being: My head hurts. My leg is broken. I am angry.

REVIEW

1. Can you now name major internal body organs, major emotional states?
2. Are you fluent in expressing contrary-to-fact?
3. Have you explored the uses of kɛ?
4. Have you reviewed noun phrases, and expressions of manner or purpose?

## LESSON EIGHTEEN.....HEALTH II

GOALS

1. To learn names of diseases common to Liberia.
2. To learn to give health instructions.
3. To learn to use relative clauses.
4. To learn -pɔ forms.
5. To become more fluent in emphatic statement.

VOCABULARY

à tãi su-koya seɣe é lɛɛ kpɛɛ... a long time to get well

fêlee-zoo...nurse

gau-see gie-ŋa...bone setter

gàu-see gie-ŋa...set a bone

gè-zu-feerɛ kwii zoo...doctor (M.D.)

gbònoi lélɛ (gòlɔi-pono)...healthy

gbòlo...leprosy

kane-tõɔ ...tuberculosis

kíli...mind

kili a gɛ́ɛ/a gɛɛ-kili...remember (keep in mind)

koi-nyii gbeli...hookworm

koo...abdomen, belly

koo-nia...pregnant woman

koo kaa nà...to be pregnant

kɔlɛ...cold in stool

kôli...open mole

kpeleŋ-kɛ̃ɛŋ...yellow fever

kpene fáa-maa (kpono kelèŋ-maa)... yellow fever

kpɛlɛɛ-sale...country (traditional) medicine

kpiŋ (Totota)...self

kpóɔ (Gbarnga)...self

kpono ké-maa sɔlɔ bôi...gain weight

-kpóɔ (kpiŋ) sàka...cut oneself

kpóɔ (kpiŋ) wàna...hurt oneself

lia...to forget

maa-nɛ̂i...it is advisable, one should

mɛni-kpolu...danger

mɛni-kpolu à ŋanaa...dangerous

mɔ̃-nyii...measles

nɛ̀lɛɛ agɛ́ɛ ifé nia ma...it's important not to forget

nɛ́mu...breathe

núu-tɛi-kwii zoo...black bagger

ŋuŋ-soli...cold (fresh cold)

pâra-ŋa sèɣe (paa-ŋa hɛŋ)...bandage

sale-pɛ́rɛ kɛ́tɛ...hospital

sale-pɛ́rɛ loŋ...clinic

sale-tii-kɛ-núu...pharmacist

su-kpanâŋɔɔ...strong

tiaŋ...load

wiɛ...heavy

wólɔŋ...sores

ye (number) seɣe fôlo ma...take ____ times a day

ye (number) seɣe lɔku ma...take ____ times a week

ye lɛɛ laai...stay in bed

ye nɛ́mu a zu-wiɛɛ...breathe deeply

zoo...medical man, doctor

DIALOGUE

N: Ikponoi kàa leŋ sàa?

P: ŋ̀gbonòi lɛ́lɛɛ sáa.

N: Yá i sale seɣe?

P: Owei, ŋá sale-kau tɔnɔ seɣe a fólo kelee.

N: Gáa a mɛni lɛ́lɛɛ a gɛ́ɛ gili é kɛ́ iŋá a fólo kelee. Nàa pòlu ma maa-nɛ̃ɛ ikɛ́ pá isaɣilaŋ kanà a lɔku kelee. Le ɓe ya mìì?

P: ŋá tuma-laa da nyɛ̃ɛ mii yɛ̂ɛ bere i mò la mâ.

N: Ikáa ni tɔ̃ɔŋ lonii-ma? Ikáa ni tɔ̃ɔŋ a ŋàma?

P: Kpao. Mvé nɔ tɔ̃ɔŋ saa a ŋàma.

N: Nɛ̀ɛ ku ikponòi káa. Ikpono a pá yá a ɲɛ́lɛɛ. Yá kɛ́ naa ɓálo. Yá ikpɔɔ imɛi-káa yá pá ɓálo lonii-ma. E lɛɛ ikili-ŋa a gɛ́ɛ yáa a kɔlɔ-fela (kɔ́-haŋ) nyɔ́mɔɔ. A tăi su-koya seɣe é lɛɛ kpɛɛ.

Nurse: How is your body?

Patient: I am fine today.

Nurse: Good. Are you taking your medicine?

Patient: Yes, I take one pill every day.

Nurse: Good. It is important to remember every day. Also you must come for your injection every week. What are you eating?

Patient: I am eating greens and some fish, just as you told me.

Nurse: Can you cough now? Are you coughing blood?

Patient: No, I am not coughing blood.

Nurse: Now, let's check your body. Your body looks good. You are getting better. If you take care of yourself, you will soon be well. But remember, it is a bad disease. It takes a long time to get better.

TEXT

I koo a kɛ yá maa-nɛ̃ɛ, i li zale-pɛ́rɛ lá. Tãi kaa sale-pɛrɛ yéei koo-nia mɛni ma. Ígili é lɛɛ iŋa a gɛɛ maa-nɛɛ̂i, i tuma-laa mii, nyɛ̃ɛ da wúru-b̂á, tãi íkaá la koòɪ. Nyiŋi a pɔri ma e wala-wala-laa tɛɛ ìpɔ́ e pɛ́lɛ ilòloŋ ma. Ifii fé kpɛɛ a ŋànaa a fólo kelee. Ifé tiaŋ (sɛŋ) wìɛ seɣe.

If you are pregnant, you should go to the clinic. Every clinic has a special day for pregnant women. Remember to eat plenty of good food, especially fish or meat, greens, and fruit. It will keep you healthy and give you a strong, baby. Rest every day so you do not get too tired. Do not lift heavy loads.

GRAMMAR AND CULTURE NOTES:

1. At the end of this lesson you will find a list of questions and statements commonly used in medical situations in Liberia. There are also some instructional materials prepared by Marie di Carli for Peace Corps. If you are working in the health fields, you will want to study these carefully. If you are not, these are still useful for general information and for a variety of practice exercises. Do make use of these materials.

2. -pɔ is a dependent noun which occurs frequently in Kpelle. Basically, it expresses two kinds of ideas: indirect object and possession. To an English speaker it will seem like a pronoun. Examples of its use: "give it to us"...dɛɛ kúpɔ́; "where is your home?"...ipɔ taai kɔɔ. Sometimes it will best be translated as a possessive pronoun - ours, mine, his, etc. But in Kpelle, it is a dependent noun.

3. Relative Clauses

In Kpelle, a relative clause is a sentence marked with the specific suffix -i attached to the final word to indicate that it is functioning as a relative clause. The object or complement refers to what is in the relative clause portion:

Examples:

Fé nùúui kɔlɔŋ è pài.
"I don't know who came."
Lit.: I-not the person know he it came.

Gáa gɔlɔi lónôi, Sumo è dɛɛ bɔi.
"He is reading the book that Sumo gave him."
Lit.: See him reading the book, Sumo he it gave to him.

(Sometimes, nyii ("who" "which") or yii may occur at the beginning of the main clause.) Of course, an entire sentence may serve as a sentence subject or modifier.

Examples:

| | |
|---|---|
| Nǔui è wɛ́ɛ pài, è lì sàa. | "The person who came yesterday went today." |
| ɓɛ́i kélee à li nãai, ɓià máŋ ɓa pôri lîi. | "Wherever he went, you may go also." |

4. Emphasis

ɓé is used in emphasizing a word or phrase in Kpelle. (In English we can resort to a change in voice tone. Do not try it in Kpelle.)

a. to emphasize the subject of a sentence...

| subject + ɓé + ..... |
|---|

for present (conditions), past, and future, the subject pronoun is not present. In other tenses bé + pronoun forms ba.

Example:

| | |
|---|---|
| Nee ɓaâ saa. | "His mother died." |
| | Lit: "His mother she died." |

b. to emphasize an object: move the object to the front of the clause + ɓé + remainder of the sentence.

Example:

| | |
|---|---|
| ŋá mɔlɔŋ ŋí ɲyà. | "I bought this rice." |
| Mɔlɔŋ ŋí ɓé ŋá ɲyà. | "This is the rice I bought." |

c. to emphasize a complement:

for marked complement: place complement without marker at the beginning of the sentence + ɓé followed by the remainder of the sentence + là.

Example:

| | |
|---|---|
| ŋá ǹúrii tèe à gbèya. | "I cut the tree with a cutters." |
| Gbèya ɓé ŋá ǹúrii tèe là. | "It was a cutters I cut the tree with." |

<u>for an unmarked complement</u>: there are two forms which express a slightly different meaning. The first expresses the idea of emphasis on the particular location, while the second emphasizes where altogether. So, for example:

| | |
|---|---|
| ŋá bù ǹeɣii sù. | "I poured it in the pot." |

can be:

| | |
|---|---|
| ǹeɣii ɓé ŋa bù ɀù. | "It was THE POT I poured it into." |
| ǹeɣii sù ɓé ŋá bù naa. | "It was the POT (not something else) I poured it into." |

For the first type, the complement, but not the dependent locative word, is moved to front followed by ɓé and then the remainder of the sentence + the dependent noun with a 3rd singular possessive pronoun. In the second case, the whole phrase, including the noun, is moved, followed by ɓé, the remainder of the sentence and finally naa in the place of the complement. (Expressions of time may be treated as <u>either</u> object or marked complements.)

EXERCISES

1. In addition to the material following this section, continue to create short dialogues and texts of your own. Use them for practice in listening, pronunciation, fluency, and grammar.
2. Ask your informant - in Kpelle as much as possible - for guides to polite and professional ways of treating people who come to clinics. They try to write some instructions for use in these situations.
3. Don't forget to design and practice grammar drills until you are sure you understand, and are relatively fluent in, the new material. Then incorporate sentences using these forms into your dialogues and texts.
4. Discuss country medicine with some of your Kpelle friends. Try to find a remedy for one common illness (jaundice, runny belly, etc.).
5. Construct some grammar drills by making a model. Then use it 5-10 times each. Do some every day, but for very short periods.

   Examples: If you ____, ____, ____, you may have ____.
   Does this ____ hurt when you ____?
   This is John. He is going to town. --- This is John who is going to town.
   John is going to town. It is JOHN who is going to town.
   TOWN is where John is going.
6. Write a health-related text. Have it corrected and record for practice.

REVIEW

1. Do you know the names for the major diseases?
2. Can you give simple instructions for health care?
3. Have you learned to use relative clauses? Emphasis?
4. Can you use -pɔ forms correctly?

SELF-STUDY: BASIC HEALTH INFORMATION MATERIALS

| | |
|---|---|
| What's your name? | Iláa ɓa gbèɛ? |
| Where do you live? | Mita ɓe ikáa naa? |
| Who can we contact? | Gbɛ̂ɛ ɓe kwa pɔri marê-kɛ? |
| What ethnic group are you? | Núu-kpulu le kɛɛ ta ɓa yá? |
| How old are you? | Ikáa a korâŋ ɣɛɛlu? |
| Can you come back on _____? | Yá pɔri pâi pôlu ŋɔnɔ _____? |
| Names of months: | yaloŋ-ŋa laa: |
| January | Gɔ̂lɛ-ɣáloŋ-leei |
| February | Nyeŋ-yeŋ |
| March | Vuu-laɣii |
| April | Dɛniŋ |
| May | Gâli-kalai |
| June | Niyɛ-liyɛi |
| July | Gbɔyɔɔi |
| August | Manaai |
| September | Danai |
| October | ŋweei |
| November | Pɔrɔŋ-kpalai |
| December | Gɔ̂lɛ-ɣáloŋ-loŋ |
| Days of week: | Volo-ku nɔku sui: |
| Sunday | Sɔne |
| Monday | Mɔne |
| Tuesday | Tuide |
| Wednesday | Wɛ̃ide |
| Thursday | Tɛide |
| Friday | Felaide |
| Saturday | Salaide |

| | |
|---|---|
| Produce a cough. | Tɔ̃ɔŋ saa. |
| Do you have a cough? | Tɔ̃ɔŋ káa yá? |
| For how long? | À gɛ̀ tãi yɛɛlu? |
| Do you cough blood? | Yá tɔ̃ɔŋ saa a ŋama (ŋaa)? |
| How is your body? | Ikpondi káa leŋ? |
| Do you have night sweats? | Fólɔŋ a kúla yá a kpini? |
| We are going to weigh you. | Kwa li ikɔ̀ɔni. |
| Can you come to the hospital? | Yá pɔri pá zale péré la? |
| We want you to see the doctor. | Kwa wɛ̀lii i gwii-zoo káa. |
| Are you eating? | Yá ilaa-mii? |
| Are you eating greens? | Yá túma-laa mii? |
| Are you taking your medicines? | Yá i sale seɣei? |
| You must take one pill every day. | Ye sale-kau tɔnɔ seɣe fólo ma. |
| It is important not to miss. | Nɛ́lɛɛ a gɛ́ɛ ifé pɔ́ara ma. |
| Also, you must come for your injection everyday. | Nyiŋi ma, ye ké pái i saɣilaŋ seɣe mɛni ma a fólo kelee. |
| It is a bad disease, it takes a long time to get better. | Gáa a kolo nyɔ́mɔɔ. A tãi su-kòya seɣe gɛ̀ tela kpɛɛ. |
| You must come here for 18 months. | Ya pɔri ké pái ɓɛ a ɣáloŋ puu kau lɔɔlu mɛi saaɓa. |
| The baby looks dry. Are you feeding him? | Kwatara kpalâi. Yá ŋakɔnii? Yá gɔ̀nɔ kulâi. |
| Has the child had the vaccination? | Lôlɔŋ ŋi a gɔlɔ-fela nyɔ́mɔɔ saɣilaŋ da seɣe? |
| Has the child had the measles? | Mɔɔ-nyii káa ni lôlɔŋ ma? |
| Have you taken injections? | Nyáa saɣilaŋ seɣe? |
| Are you the child's born-mother? | Ikáa a lôlɔŋ ŋi káa lee? |

| | |
|---|---|
| Will you donate blood to your baby? | Yá pɔri ŋama (ŋaa) tɛ́ɛ lôlo ŋ pɔ́? |
| Does the baby have cough? | Tɔ̃ɔŋ káa lôlo ŋ má? |
| Does the baby have fever? | Lôlo ŋ kɔlɔ fãa mà? |
| Does the baby have convulsions? | Kpene wiɛ maa káa lôlo ŋ má? |
| Does the baby have runny belly? | Koi tɛ́ɛ káa lôlo ŋ má? |
| Do you feed the baby? (dry rice, eggs) | Yá lôlo ŋ ŋakɔŋ? Yá ŋakɔŋ a ɓá kpala, kpaa tɛ́ɛ yálo ŋ? |
| Is the child toilet-trained? | Lôlo ŋ kpó lɛ́lɛɛ goi? |
| Can the baby suck on the breast? | Lôlo ŋ a ŋini kpele? |
| Is the baby having a pain? | Lôlo ŋ koi káa nyiini? |
| Is he having gas? | Fãa layikáa goi? |
| Is he vomiting? | À ǹii-ma kúla? |
| Does the baby have open mole? | Kɔli káa lôlo ŋ ŋû a? |
| Have you ever had twins? | Yá ta wɔlɔ yowãa ŋ káa? |
| Are you a twin? | I káa a yowãa ŋ núu? |
| Do they run in your family? | Di tóo nɔ ka kâa-laa su? |
| Does any adult in your family have TB? | Núu ta-káa ka kâa-laa su nyi ŋ tɔŋɔ̃ɔ káa mà? |
| Have you taken injections? | Yá ta sayila ŋ seye? |
| Does anyone in your family have fits? | Núu ta káa ka kâa-laa su nyi ŋ fɛfɛ̂li káa mà? |
| Do your children wear shoes? | I nia-pɛlɛɛ da kɔɔ-ŋa kɔlɔ lɔ? |
| Do you have bloody stools? | I kpó káa a ŋama? |
| Do you pass worms in your stool? | Kpeli a kúla ikoi yá kɛ́ ikpói? |
| Do you have screens on your house? | Kɔ́li káa i pɛ́rɛi ma? |
| Do you have/use mosquito netting? | Dɛnɛ ŋ káa i yéei, kpaa yá laa da su? |
| Are you the only wife? | Yá nɔ ɓa nɛni tɔnɔi? |

| | |
|---|---|
| Have you had your vaccinations? | I imaki seɣe? |
| Do you take malaria medicine? | I kpono-fáa maa sale seɣe? |
| Have you ever broken any bones? | Yá ta wɔlɔ sua-kau da wólo? |
| Does it hurt to take a deep breath? | A sóli yá lêmu a zu-wiɛɛ? |
| Have you ever fainted? | Yá ta wólɔ fūa? |
| Can you see well? | Yá kwa káa a ǹélɛɛ? |
| Have you seen an eye doctor? | Yá ta ŋèi sale kɛ-núu káa? |
| Do you have a toothache? | Ǹyii sóli káa yá? |
| Does your throat hurt? | I kɔŋ lá a sóli? |
| Are you short of breath? | I lêmui kpúaa? |
| Does it hurt when you cough? | A sóli yá tôɔŋ saa? |
| Does your stomach hurt wehn you touch it? | I koi a soli yá lɛɣɛ mà? |
| Do you feel this? | Yá nyiŋi kili kɔlɔŋ? |
| Do you smoke? | Yá taâŋ kpele? |
| Are you taking medicine? | Yá sale seɣêi? |
| When? | Mî tãi? |
| When did the symptoms first start? | Mî tãi ɓe gɔ̀ɔ e pelaŋ la? |
| When did the fever first start? | Mî tãi ɓe kɔlɔ-fáa-maa kɔ́ɔ e pelan la? |
| When did the spots first start? | Mî tãi ɓe bɔ́ɔ kúla la yá? |
| When did the runny belly start? | Mî tãi ɓe tɛɛ kɔ́ɔ e pelaŋ la? |
| When do you expect your baby? | Mî tãi ɓe yá ǹwɛ́li a ilôloŋ? |
| When was the last time the baby passed a stool? | Mî tãi ɓe lôloŋ gbô la nàa pôlu ma? |
| When was the last time you passed a stool? | Mî tãi ɓe i ikpô la nàa pôlu ma? |

| | |
|---|---|
| Has the baby ever been in a hospital before? (have you...) | Lòlɔŋ a ta ké sale pére lá (vá ta gè ti)? |
| Why? | Le mɛni ma? |
| When? | Mî tăi? |
| Where? | Mîta? |
| Waht does the father do? (What kind of work?) | Le be ǹâŋ a gé? (Tii sii kɛɛ leŋ?) |
| Does the mother have a job? | Tii káa ǹee nyéei? |
| What religion are you? | ŋâla kpɔŋ le kɛɛ b̀e ikáa zu? |
| What do you cough up when you cough? | Le b̂e yá gúla a ké tɔ̃ɔŋ saa? |
| What did the baby swallow? (What did you...?) | Le b̂e lôlɔŋ e gbele? (Le b̀e i gé?) |
| How long ago? | A ké a yele yɛɛlu? |
| Did he (you) vomit after swallowing it? | É ǹii ma kúla gɛɛ a gbele? |
| Did you use any country medicine? | I kpɛlɛɛ sale da ké? |
| What kind of country medicine? | Kpɛlɛɛ sale kéɛ leŋ b̀e? |
| What does the baby eat? | Le b̂e lôlɔŋ a mii? |
| Do you have a latrine? | Yá li lɔɔi ké? |
| What kind of latrine do you have? | I li lɔɔi a ké a géɛ leŋ? |
| What color is your urine? (red/yellow) | I wôya káa a géɛ leŋ? (Gbɔluɔ / gbéleŋɔɔ) |
| Have you heard about family planning? | Yá ta wɔlɔ gbɔŋ gie-ma sale pɛrɛ maa-mɛni mɛni? |
| Do you want to know about it? | Yá ŋwéli i mɛni kɔlɔŋ e pelaŋ ma? |
| How many meals a day do you feed the baby? | Mii-sɛŋ yɛɛlu b̂e yá dèɛ lôlɔŋ pó fólo ma? |

| | |
|---|---|
| How many meals a day does the family eat? | Mii-sɛŋ yɛɛlu ɓe ŋâa-laa a mii? |
| Where do you get your water? | Mîta ɓe ká kâ yá sɔlɔ ɓo naa? |
| Do you boil your water? | Ká kâ yá nɛ́ŋ? |
| Are you the only wife? | Yá nɔ ɓa nɛnii? |
| No. | Kpao |
| Which number are you? | yɛɛlu ɓa yá? |
| How many people live in your house? | Nûa yɛɛlu ɓe ipɛ́rɛ mu? |
| Do you sleep with a pillow? | Yá nyiiŋ a ŋuŋ-laa sêye? |
| How many do you use? | yɛɛlu ɓe yá tii ké la? |
| Were you unconscious after you were hurt? | Ilii é tóo pôlu a tãi i iwâna lai? |
| For how long: | E ké tãi yɛɛlu? |
| Do you brush your teeth? How often? | Yá inyii waa? A gèɛ leŋ? |
| How much does the baby cry? | Lôloŋ a wɔ́lɔ a dámaa? |
| How much do you drink? | Yá i kpele a dámaa? |
| Do you drink a lot of beer? | Yá bia kpele a dámaa? |
| Do you drink a lot of liquor? | Yá lêkɔ kpele a dámaa? |
| Do you drink a lot of palm wine? | Yá tóu lɔɔ kpele a dámaa? |
| Did you buy the medicine at the pharmacy? | I zale yá zale-kɔlɛ pɛ́rɛ mu? |
| Which pharmacy? | Zale-kɔlɛ-pɛ́rɛ ǹe kɛɛ ɓe? |
| What was the medicine that you bought? | Sale kɛɛ leŋ ɓe i ǹyá? |
| How many dry seasons has the baby been around? | Fólo-laa ɓoɔ yɛɛlu ɓe a tɛ́ɛ lôloŋ ma? |

| | |
|---|---|
| Where was the baby born - at home or at the hospital? | Mita di lôlɔŋ maa-gɔlɔ ɓo naa-dipɛrɛ la kpaa maŋ zale-pɛ́rɛ la? |
| Did you have a country midwife? | Kpɛlɛɛ maa-fúlɔŋ kɛ-núu káa kayéei? |
| What did you cut the cord with? | Le ɓe da wôni téé la? |
| Have you tried country medicine? | Ká kpɛlɛɛ sale kɛ́? |
| What kind of country medicine? | Kpɛlɛɛ sale kɛ́ɛ leŋ ɓe? |
| At what age did the baby start to walk? | Lôlɔŋ é sia nɔyalóŋ-korâŋ yɛɛlu su? |
| Did he ever walk? | À ta sia? |
| How many times have you been pregnant? | Yá gɛ̀ koo seye a tãi yɛɛlu? |
| How many living children do you have? | Fúlu-laa lónii yɛɛlu ɓe iyéei? |
| What did the other children die of? | Le ɓe nìa-pɛlɛɛ gbeli ŋa ti paa? |
| This is an IV. This is the fluid. It helps keep your baby from being too dry. It is not food. | Wúru yá káa ŋi. A kpɔ-maa téɛ ilôlɔŋ pɔ́ a géɛ vé kpala a ŋáŋaa. Vé a mii-sɛŋ. |
| After surgery, the child cannot eat until the doctors tell you that it is alright. It will make him too sick. | Da kpɛɛ mèlaa, lôlɔŋ fá mii-sɛŋ mii e lɛɛ zu zoo e mò yá a gɛɛ kɔ̀lɔi a pɔ́no. A pá gɛ̀ e kɔlɛ a ŋànaa. |

Health Units Developed for Peace Corps, Liberia

by Marie de Carli

Unit 1:

| Care of Sores; Small Cuts | Bɔŋ da tee-sɛŋ pala pɛlɛɛ. |
|---|---|
| 1. Do not neglect a sore. | Ife bɔŋ sɔŋ a vii-kpɛɛ. |
| 2. It should be taken care of by a dresser or a nurse at the clinic. | Bala-waa ɓelai di ŋwaa, kpa maŋ zale pɛrɛi la ɓelai. |
| 3. Do not leave a sore uncovered. | Ife pala la lɛɛ a mɔɔɔ. |
| 4. Flies will come with germs and make the sore worse. | Nili-ŋai da pai pai a gɔlɔ-fela kolo-ŋai di balai su-kɛtɛ. |
| 5. Flies may carry germs from your sore to other people. | Nili-nai da pɔri gɔlɔ-fela kolo-ŋai siɣei ipalai ma di li la ǹúu da kpɛni-ŋai pɔ. |
| 6. Wash cuts or scratches with soap and safe water. | Dee-sɛŋ pa'a-ŋai da gweliŋ pala-ŋai waa a saa-fulɛ da ya lɛlɛɛ. |
| 7. Cover it with a bandage so that flies and dirt cannot carry germs to it. | Balai ŋa ɣiri a seɣe ɓela, nili-ŋna da pɔrɔ fa la kɔlɔ-fela kolo pu la ŋa. |
| 8. If the cut doesn't heal, show it to doctor. | Balai a la ɓalo nɛ datai ma. |
| 9. Do not put your own medicine on it. | Ife ikpɔɔi sale pu balai ma. |
| 10. The doctor will tell you what to do. | Datai kaa pai mɛnii ɓoi ɓia nyii ya pɔri gɛi. |
| 11. Follow the doctor's instructions. | Mɛnii datai kaa pai moi ɓiai, nya ɓe i gɛ. |

Unit 2:

Smallpox Vaccination

| | | |
|---|---|---|
| 1. | Smallpox is a dangerous disease. | Soo kaa a kɔlɔ-fela nyɔmɔɔ. |
| | It can spoil your skin. | a pɔri ikɔlɔ karai |
| | It can make you blind or deaf. | a pɔri iŋɛi pui kpaa e iwoli tiniŋ. |
| | It may even kill you. | ɣele da e i paa mãŋ. |
| 2. | Everyone should be vaccinated. | Nuu kelee e makii siɣe. |
| | Young people and old people, | ǹúu tɔɔ-nai da ǹúu pɔlɔ-ŋai, |
| | pregnant women and newborn | koo-nia-na da kwatala-na |
| | babies, all shoud be vaccinated. | di kelee di makii siɣe. |
| 3. | Do not be afraid of a vaccination. | Ife yau makii ma. |
| | A vaccination is a small scratch | makii kaa a kweliŋ pɔɔ loŋ nyii |
| | make on your arm with a needle | da gɛ iɣee ma a sayilan da sale. |
| | and some medicine. | |
| | It is done fast. | da gɛ a maa fęla. |
| | It doesn't hurt much. | va doli a ŋana. |
| | It is just like the stinging | gaa nɔ yɛɛ fɔŋ a nuu tee. |
| | of a fly. | |
| 4. | Do not wash the vaccination site. | Ife makii naa waa fɛɛ ɣele tɔnɔ |
| | for one day to make sure that | e tɛɛ, gɛ ni ya gɔlɔŋ a gɛɛ makii |
| | the vaccination will be good. | kaa pai kɛi a nɛlɛɛ. |
| | A good vaccination makes your | Maki lɛlɛɛ a ikponoi wala wala a |
| | body strong to fight smallpox. | gɛɛ ikponoi e kɔ zoo kɔlɔ-felai pɔ. |
| | When you bathe the body, be | Tãi ya kɛ gwatalai waai lai, gɛ a |
| | careful not to get water on the | nɛlɛɛ ya fe lɛɣɛ ŋmakii ma. |
| | vaccination. | |
| 5. | When the vaccination is good, a | A kɛ makii lɛlɛɛi pala a pai teei naa ɣele |
| | sore will develop in three | saaŜa kpaa lɔɔlumɛi da yee mu. |
| | to six days. | |

The sore will get fairly big but it is not dangerous to anyone.

Balai kaa pai ɓɛrɛi a da-loŋ kɛlɛ ve pai kɛi a nyɔmɔɔ nuu kelee da m ni ma.

6. About eight days after vaccination, you will have fever.
The fever will last one or two days. You will feel restless..

ɣele lɔɔlu mɛi saaɓa a tɛɛ ikɔlɔ kaa pai fãai yaa.
Gɔlɔ fãa maai a pai gɛi a ɣele tɔnɔ kpaa yele feerɛ. Fuã a pai pɔrii yaa.

7. After the fever leaves, a scab will form over the sore.
The scab will fall off in about another week.

Gɔlɔ-fãa maai a ɑbaa kpɛɛ, balai ɑareŋ kaa pai pɛlɛi ŋa.
Lɔɔ-kuu tɔnɔ a tɛɛ, balai gareŋ kaa pai tooi.

8. Important to remember:
Don't put water on the vaccination.
Don't put salt or lime on it.
Don't put your own medicine on it.
Don't scratch the vaccination.
Don't pull the scab off.

Lɛɛ kili ŋa mɛni kpãnaŋ:
Ife ya pu makii ma.
Ife kpolo kpaã gãmɛnɛ-loŋ pu ma.
Ife ikpɔɔi sale pu ma.
Ife makii wɔrɔ.
Ife gareŋ kula ŋa.

9. Go to your doctor or a clinic of the National Public Health Service to have your vaccination.
A vaccination will protect you from smallpox for three years.
Every time three years pass you must have a new vaccination.

Li idatai pɔ kpaa maŋ lá sina-pɔle-gɛɛ-seɓe sale-pɛrɛ pɛlɛɛi da la a gɛɛ di makii pu yaa.
Makii a gɛ zoo kɔlɔ-felai fa I soŋ koraŋ saaɓa yee mu.
Tãi kelee koraŋ saaɓa a tɛɛ I makii nai siɣe.

Unit 3:

| Baby Health | Gwatalai ŋɔkɔlɔ ponoi |
|---|---|
| 1. What is the baby's name? | Noloŋ láa ɓa ŋbɛɛ? |
| 2. When was he born? | yɛlɛ ɓe di zɔlɔ bo la? |
| 3. I am going to weigh the baby. | ŋa lii noloŋ kɔɔnii keei ŋa. |
| 4. Your baby is healthy. | Ilɔloŋ kaa kɔlɛi? |
| 5. Your baby is sick. | Ilɔloŋ da-loŋ lɛlɛi saa. |
| 6. Your baby is better today. | Ilonoŋ a gɛ́ kɔlɛi a tãi su-koya kɛɛ leŋ? |
| 7. How long has your baby been sick? | Gɔlɔ e kɛ a vãa ma? |
| 8. Has his body been hot? (fever) | Kɔlɔ-fela kɔlɔ faa-maa? |
| 9. Does he eat well? | A ǹáa-mii a nalɛɛ? |
| vomit after eating? | a ǹáa-mii a gula? |
| sleep well? | á nyii a nɛlɛɛ? |
| cry a great deal? | a wɔlɔ a damaa? |
| cough? | a tɔ̃lɛ̃? |
| 10. Does he have runny stomach? | Goi a kpoloŋ? |
| 11. Do you give the baby boiled water? | Ya vá yilɛɛ tɛɛ noloŋ pɔ? |
| 12. Take your baby to the clinic. | Li a ilɔloŋ zale-pɛrɛi la. |
| 13. Do not lose the baby's card. | Ife noloŋ ŋɔkáai kpaa ŋɔkɔki laŋ. |
| 14. Take the card with you to the clinic. | Ya kɛ lii zale-pɛrɛi la li a gɔlɔi. |
| 15. Babies under the six months of age do not need any other food than milk, preferably breast milk. | Loloŋ nyii ve nii yaloŋ lɔɔlu-mɛi-da kɛ.. nii maa fe nɛɛ ni di seŋ kelee tɛɛ ŋini-ya. Nee ŋini-ya ɓe nɛlɛi e tɛɛ ŋini-ya kelee ma. |

16. To prepare powdered milk for your baby:

    Boil water, then let it stand until it is cool.

    Mix one cup of the milk powdered and four cups of the warm water.

    Do not let the baby eat the dry milk powder.

Ya kɛ niŋa-nini-ya fũã kpɛtɛi ilolo ŋ mɛmi ma:

    Nyai nɛŋ, nɛɛ naa e laye.

    ŋini-ya fũãi gɔpɔ tɔnɔ pu nya nɛŋɔɔ gɔpu naaŋ su i zumo a gie.

    Ife nɛɛ naa nolo ŋ fe ŋini-ya fũãi da mii.

17. Give the baby one quarter of this tablet, three times a day.

Zale kanei ŋi su-tee a gbua naaŋ, gbua saaɓa tɛɛ bɔ folo tɔnɔ yee mu.

18. In the morning when you wake up, at noon..at night before you go to bed.

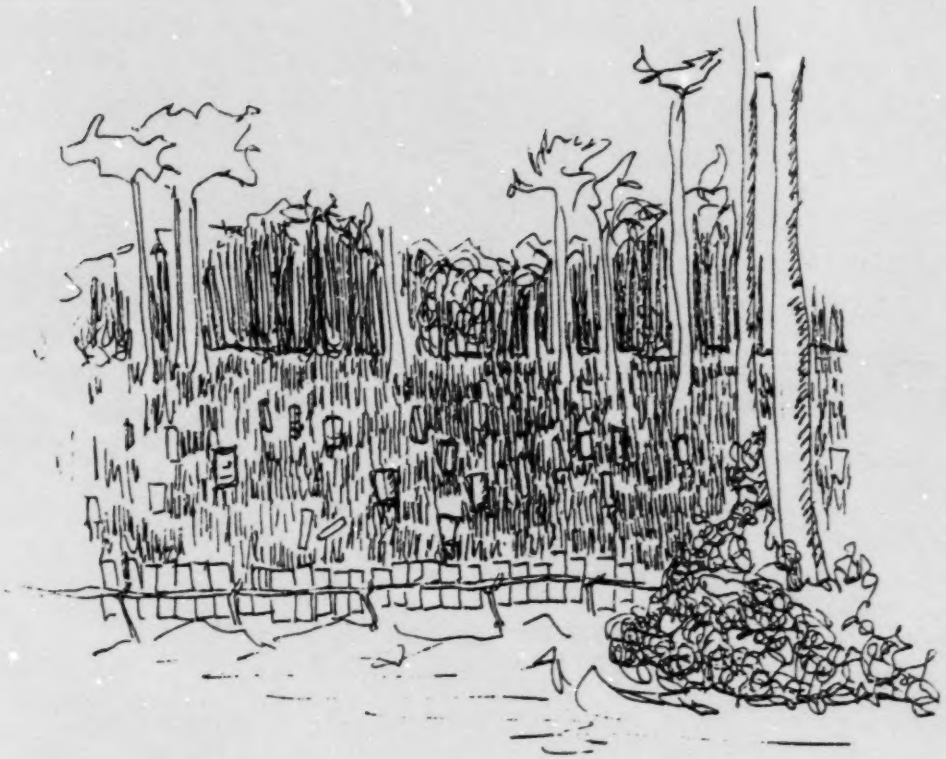
Ya i ŋɛi la ɓo a yele waa gbua tɔnɔ. Folo a tɛ ŋuŋ ma gbua tɔnɔ. Kpini a pɛlɛ ya kɛ pai laai gbua tɔnɔ.

Unit 4:

| | |
|---|---|
| Maternal Health | Loŋ lee-laa kɔlɔi pono |
| 1. When you believe that you are going to have a baby, go to the clinic. | Ya gɔlɔŋ a gɛɛ nuu-kpune mɛni a pelaŋ ya li zale-pɛrɛ loŋ la. |
| 2. The doctor can tell you how to take care of yourself. | Datai a pɔri nɛ́i ya berei ya pɔri ikpiŋ imaa-mɛni kɛi la. |
| plan for your baby's arrival | da berei ya pɔri nolɔŋ ŋɔsãai mɛni kpɛtɛi la. |
| take care of your baby. | da berei ya pɔri nolɔŋ maa mɛni kɛi la. |
| 3. When you are pregnant | Nuu-kpune mɛni a kɛ ɓia |
| eat proper foods | mii-sɛŋ sãŋa kalɛɛ mii. |
| rest and sleep well | kɛ ifii-tɔɔi i kɛ nyii a nɛlɛɛ. |
| do your housework as usual | kɛ ipɛrɛi mu tii kɛi yɛɛ bereɛi ya kia gɛ lai. |
| bathe your body every day | I waa a ɣele kelee. |
| see your doctor if you are ill | Ikɔlɔi a la kɛ a bonoɔ idatai kaa. |
| 4. Do not lift heavy loads. | Ife sɛŋ wiɛɛ nu-siɣe, |
| Do not carry heavy water pots on your head. Do not work when you feel too tired. | Ife ya sɛŋ-folo wiɛɛ iŋuã. Ife tii kɛ kfii a kɛ kpɛɛi a damaa. |
| 5. If you will be delivered at home: | Ya kɛ pai nàáí yɛɛi ipɔnaa: |
| have your hut clean | iperɛi mu kpɛtɛ a nɛlɛɛ. |
| wash all your blankets and put them in the sun | ilaa-seɣe-ŋai kelee waa i di pu voloi ŋa. |
| have ready clean clothes for the baby. | nolɔŋ ŋɔsãai da nɔseɣe-ŋai kpɛtɛ a nɛlɛɛ. |

| | | |
|---|---|---|
| 6. | Baby food, water and eating utensils must be kept clean. | Nolɔŋ ŋɔmii-sãai, ŋɔkpele yai da naa-mii sãa-folo-ŋai kpɛtɛ a nɛlɛɛ a tãi kelee. |
| 7. | The baby should have his own eating utensils. | Nolɔŋ laa-mii sɛŋ-folo di kɛ a bere tie. |
| 8. | Always wash your hands before you feed the baby. | Iyee ŋa waa a tãi kelee i lɛɛ pa nolɔŋ kɔi. |

## LESSON NINETEEN.....AGRICULTURE



GOALS

1. To learn vocabulary for agricultural activities.
2. To learn while clauses and conditionals.
3. To learn about the agricultural year and traditional agricultural practices in Liberia.

VOCABULARY

bá...bear fruit
dɛnèŋ...pond
dikà...digger
fèɛ...fan (rice)
fẽŋ-kpalaŋ...field (already burned)
fólo-laa ɓo ɣele...dry season
fólo tóo ɣele...sunny (sunshine time or season)
gbèɣa...cutters
gbolô...green, unripe
ɣɛli (kpɔmɔ)...vine
kãka wúru...cocoa tree
kàla...weed, grass
kàli...hoe
kara...spoiled, rotten
kéle-lɔɔ (tóo-lɔɔ)...palm wine
kômo...basket
kooŋ-sɛŋ sale...insecticide
kóraŋ...fence
kófe...coffee
kói...firewood
kuu-ŋa...crew, work party
kúlɔ...sugar cane
kulu-lɔɔ...piassava wine
kwa-ɓo...brush (a farm)
kwa-keleŋ...brushed farm
kwa-sii-ɛɛ...brush
kpála...dry
kpálaŋ...farm
kpinâŋɔɔ...crooked
kpiniŋ...shady
laa-kpaa...leaf
nàya (saa-ya)...rice bird
loa...hoe
lɔɓa yá (mãaŋ gá)...sap, latex
lɔɓa wúru (mãaŋ wúru)...rubber tree
lɔii peleɛ...turn the soil, till
mɔlɔŋ ɣala...rice straw
mɔlɔŋ kao...rice seed
mɔlɔŋ kèɛŋ...seed rice
mɔlɔŋ kêre...grainery, rice kitchen
maa koli...fence in, enclose
mɔlɔŋ kpala...upland rice
mɔlɔŋ móŋɔɔ...sprouted rice
mɔlɔŋ sia-péɾɛ lá...rice mill
mɔlɔŋ-tée tãi...rice harvest (season)
mɔ́ɔ...red, ripe
nini...shade
ŋɔni...bird
ŋâli...sharpen (a knife)
ŋɔni kpêɛ...to scare away birds
ǹyá mɔlɔŋ...swamp rice
nyɛ̃ɛ dɛnêŋ kpétɛɛ...stock a fish pond
ńyɛ̃ɛ kôlaŋ...fish pond
pâra...swamp
pili...broadcast (rice)
pɔmûŋ...germinate
pɔ́ŋ...chop down
sa̋a...straight
samâ ɣele (túna-yá ɣele)...rainy season
sɛŋ-kau sɔlɔ-bɔɔ...earn money
si-sɛŋ...plant, sapling
si-sɛŋ ɓá(kúlaa)...pod
sìa...pound (rice)
sii-sɛŋ gbiŋ..hill
si-sɛŋ mɔ́ŋ...seedling

si-sɛŋ si kôlaŋ...garden
sii-sɛŋ mɔ́ɔ...sprouted seed
sii-sɛŋ si tăi...planting time
sii-sɛŋ si ɣele...planting season
sua kpálaa...dry meat
taa-tulɛ-kpo...manure, fertilizer
taaŋ-kpala...tobacco
tâpia kɔli...unburned brush
tapiŋ-kɛ́ɛ...tap (a rubber tree)
tée...harvest, cut
tɛɛ kɛ́ɛ é zaa...hatch an egg
tɛ́ɛ-pérɛ...chicken coop
tii-keleŋ...burn the farm
tii keleŋ tâi...burning time
tiiŋ...charcoal
túma...hot
wuru-ɓa...fruit
wuru-ɓa-kao...fruit seed
wúru-pɔ́ŋɔɔ...logs, cut trees
yɔɔ̂...wet
yuɔɔ...axe

DIALOGUE

(Note: This is a good dialogue to go through word-by-word until you understand it well.)

| | |
|---|---|
| P: Kwaa nɔii ŋi ma kpɛtɛ a ku gbèya ŋa. Ku nàa kpɛ́tɛ a gɛ̀ɛ ku si-sɛŋ si naa. ŋ̲á wɛ́lii ŋá si-sɛŋ si pere lɛ́ yá. | Parent: We have cleared this land with cutlasses - from here to there - to make a garden. Now I want to show you how to plant the seeds and grow the plants. |
| C: Le ɓe ɓa mɛni due-tuɛ ŋá gèi? | Child: What is the first thing I do? |
| P: Ye pere gɑ̃́a tee fúlɔi i isi-sɛŋ si zu. | Parent: First, you make a straight row and plant your seeds. |
| C: Kɛ́lɛ, ŋá pɔ́ri gɛ̀ pere kɛ́ leŋ ŋa di si? | Child: But how do I plant them? |
| P: Yá pɔ́ri ma lòa tée bere su tɔnɔ-tɔnɔ. à̲ kɛ́ ti i zi-sɛŋ kau pu nôai su. I yá pú ma. | Parent: You make holes in the soil one foot apart. Put the seeds in the holes. Put water on them. |
| C: ŋ̲á pɔ́ri ma ŋá di mɛi káa? | Child: Do I have to take care of them? |
| P: Ya pɔ́ri ma ì gala fála i iloa-ŋa mà póno. I yá pú mà a lɔku kelee. A kɛ̀ ya mɛni ŋa ŋi kɛ́ isi-sɛŋ a pá lɛ́lɛɛ. | Parent: You must weed and cultivate them with a hoe and water them every week. If you do, then they will grow well. |
| C: ŋ̲á pɔ́ri gɔ̀lɔŋ ni leŋ a gɛ̀ɛ ŋá si-sɛŋ a ɓɔɔlɔi? | Child: How will I know they are growing? |
| P: Yá pá dikáa dikɛ́ ɓɔɔlɔ. Yá pɔ́ri mà nyiŋi kɛ? | Parent: You will see them sprouting. Now, do you think you can do this? |
| C: Owei. Ku zu kɔ̂ŋ. | Child: Yes, let's try it. |

P: Ye loa tee bɛ ŋi i si-sɛŋ-kau pu zu. Ye zi-sɛŋ-kau mɛi pɛ̀lɛ. Ye loa lɔɔlu mɛi da tee ŋɔnɔ bere su. Kpao, nyiti kpinàŋɔɔ, kɛ́lɛ ye zăa. Kwaa naa ku kpiŋ kpɛ́tɛ a kɛ̀ɛ yá pu mà.

Parent: Dig a hole here and put three seeds in it. Cover the seeds. Now dig six more holes in a row. No, that is crooked, make it straight. Okay, we are ready to water it.

C: Kwa pá loa-kpele lɛ́lɛɛ kɛ́.

Child: We will have a good garden.

TEXT

Yá kpɛ́ɛ a i kpalaŋ tii kɛ lɔɔ su dii-kɛ-bela da naa di lɔɔ bɔ́ɔ ma. Nyiŋi su-kulâi ba a gɛɛ di dilɔɔ bo. A kɛ́ ti da ɲɛɛ naa e lɛɛ zu e kpála. à kpála ti di gêleŋ. Da mɔ̀lɔŋ si a vólo-laa ba ɣele kpɛɛ ŋa a gɛ̀ɛ e kpɛ́tɛ a ɲɛlɛɛ. Mɔlɔŋ a bɔɔlɔ a samâ-ɣele a ɲɛ́lɛɛ. Yá mɔ̀lɔŋ mɔɔ káa kpaa maŋ mɔ̀lɔŋ bá. Nîa-pɛlɛɛ-ŋa da ŋɔni kpɛ́ mɔlɔŋ ma a tăi ti. NÛai da-ni ŋa da pêŋ pili a gɛ̀ɛ è gɔni sóŋ ŋele su. Gbálaŋ tii-kɛ-bela da di kála kúla tăi e lɛɛ seri. Mɔlɔŋ a mɔ́ a vólo-laa bo tăi. Guu da li kùla kpálaŋ ŋa é tóo kpalaŋ ŋa dikɛ́ mɔlɔŋ tée dikɛ lɔɔ kpele.

After selecting their farm site, in the middle of the dry season, farmers brush their land. This means that they cut out the undergrowth. Then they leave the brush until it is dry. When it is dry they burn it. Near the end of the dry season, they plant the rice seed and let it grow. During the rainy season, the rice grains will appear on the plants. At this time, small children watch the fields and scare the birds away. Some people put up nets to catch the birds. Also, the farmers must weed their fields at this time. When the dry season comes, the rice will ripen and work crews will go from farm to farm harvesting rice and drinking palm wine.

GRAMMAR AND CULTURE NOTES

1. The Conditional

Most often the idea expressed by this form can best be expressed as "when..." in English. Sometimes, "if..." will also be appropriate. This verb form is used to discuss something that has not happened or happens only sometimes, or is not specific.

| pronoun + verb + low tone |
|---|

Examples:

| | |
|---|---|
| à mìi | "when he ate..." |
| à kpàla | "when it is dry..." |

Pronouns:

| | |
|---|---|
| ŋà | kwà |
| ɓà(ya) | kà |
| à | dà |

Negative:

| pronoun + là + verb stem |
|---|

(or wàla)

Examples:

| | |
|---|---|
| à là mii | "if he doesn't eat..." |
| à wàla kpála | "if it doesn't dry..." |

Note: sometimes | kɛ́ + verb stem + ì | is used for the negative form. This is slightly different in meaning. Example:

| | |
|---|---|
| à là kɛ́ ɓá mìì. | "If he is not eating rice..." |
| a là ɓá mii. | "If he does not eat rice..." |

Also, past action is often expressed by using a relative clause for the when...clause.

2. À kɛ̀ is used when the speaker does not know whether an event will occur or not - corresponding to our "if." À kɛ̀ is placed before the remainder of the phrase which is in conditional form.

Examples:

| | |
|---|---|
| à kɛ̀ à ɓá mìì. | "If he eats rice..." |
| à kɛ̀ à kpàla. | "If it dries..." |

3. Kɛ́ɛ is used to express the idea "while."

| pronoun + kɛ́ɛ + verb |
|---|

Example:

| | |
|---|---|
| di kɛ́ɛ pâi. | "while they were coming..." |
| di kɛ́ɛ mìì. | "while they were eating..." |

4. Traditionally almost all Kpelle are farmers. Nevertheless, there were those other important occupations: medicine, blacksmithing, and carpentry. The zoo (doctor) had an important place in Kpelle society - he treated the mind, the soul, and the body. The blacksmith produced the knives, cutlasses, hammers, etc. necessary for all the villagers. Now some new occupations have been added. The majority of workers in the mines and rubber plantations are Kpelle. Some have gone into construction, teaching, tailoring, merchandising. The traditional occupations are still important. Try to visit a blacksmith at work and see if you can discuss the work in Kpelle.

EXERCISES

1. Develop several drills to practice conditional phrases - both affirmative and negative.
2. Develop some short dialogues where instructions are given.
3. Use the pictures to describe and discuss the agricultural year and activities. (Use a variety of grammatical constructions.)

4. Learn about the Agricultural Development cocoa tree program, rubber farming program, or swamp rice farming program. Write a text describing the purpose, the new methods versus the old methods, the problems, etc.
5. Learn about major pests to food crops by interviewing your tutor (or someone else) in Kpelle.

6. Develop a text on growing, harvesting, and using a vegetable.

REVIEW

1. Are you fluent in your use of agricultural vocabulary? Can you discuss major activities?
2. Can you use the conditional forms with ease?
3. Are you more familiar with agricultural practices and conditions in Liberia?

## LESSON TWENTY.....REVIEW

TEXT

Listen while your tutor reads this - two times if necessary. Answer the questions he asks. Then go over this sentence by sentence until you understand it and can read it to your tutor intelligibly. Record.

ŋá tii kêi Fibi sale-pɛ́rɛ mu, Gbâŋa, Bɔŋ Kane. ŋ́gáa a sale-tii-kɛ́-nuu, kɛ́lɛ ŋá sale-kɔlɔ-lɛ́-nuu dia. A gɛ́ɛ di sale kɔlɔŋ. ŋá bɔ̂-ŋa mɛi-woo ɓo zale a gɛ́ɛ di mɛni ŋá-káa. Da koo-nia-ŋa mɛi káa é pɛlɛ diai dia dikáa kɔlɛ̂i. Gɔlɔ-fela-ɓela ŋi da pɔ́ri kɛ̂i mɔ́lɛ̂i kane-tɔ̃ɔŋ yeei, kɔlɔ-fãa maa da yéei. Kɔlɔ-fela-núu a li sale-pɛ́rɛ la ŋɔnûa da lɛɛ bôlu. ŋá tii kɛ́ a Gbanâŋɔɔ a gɛ́ɛ ŋú lɛ́ɛ a sɛŋ-lɛ-núu lɛ́lɛɛ nyii ŋaɓɔ́-ŋa da pɔri mà dikɛ́ a sale-tii-kɛ-ɓela lɛlɛɛ. ŋá mɔ̀ maŋ ŋa ɓɔ́-ŋa dia di tii kɛ́ gbanâŋɔɔ kpɛni dia ɓe pâi kɛi nũai salei a gɛɛ di kɔ̀lɔi e póno.

Questions

1. Mìta a tii-kɛ́ naa?
2. Kɔlɔ-fela sii-kɛɛ leŋ yɔ́ŋ-kɛ́-núu kponoi?
3. Le ɓe kɛ́ ɓɔ̀-ŋa da tii-kɛ́ a gbanâŋɔɔ?
4. Gbɛ̃ɛ a li a kɔlɔ-fela-núu sale-pɛ́rɛ la?

EXERCISES

1. Translate into English:
   a. Ye pála mɔlɔŋ si a dámaa.
   b. ǹyée maa-félaa koraŋ ŋi su.
   c. Taa pɛlɛ kelee kɔ́li ɣale-nuu káa zu.
   d. Mɔ̃-nyíi káa a kɔlɔŋ-fela nyɔ́mɔɔ.
   e. é ikɔŋ ɣale?
   f. Kɔlɔŋ fãa-maa a kɛ́ ikponɔ̃i gɛ́ ni kɔlɛ támaa a kɛ́ ikponɔ̃i.
   g. Mɔlɔŋ kɛ̃ɛŋ káa ŋi.
   h. Tãi káa ŋi a gɛ́ɛ kpalaŋ tii-kɛ́-ɓela di tii-ŋa kêleŋ-naa.
   i. Ku lii wãnaa kpɛni fei lóno támaa káa ɓɛ.
   j. Le ɓe gɛ̀ i kɛ́ nia mɔlɔŋ mâi?
   k. Lôloŋ ŋi koi káa púi.
   l. Gwii-tóu ŋa kpɔluɔ?

2. Translate into Kpelle:
   a. I grow rice, cassava, and greens on my farm.
   b. It is easy to raise chickens.
   c. Did you wash the clothes with soap?
   d. What is this - soup made with potato greens?
   e. This is the place where they mill the rice.
   f. He has already put a fence up on his farm.
   g. If you go to Monrovia, buy some cloth.

h. She is sad because her baby died.

i. Is the baby under the table sick?

j. Can you speak Kpelle better than English?

3. Construct at least two texts related to or useful in your work.

4. Summarize the grammar points in lessons 16-19.

5. Develop some pictures to use in reviewing these lessons.

## SECTION IV

This section is different from those which have preceded it. There are no grammar and culture notes, vocabulary lists, or English translations. There are readings in Kpelle which range from the relatively short and simple to longer, more complex texts. You should be able to read them with minimal assistance.

Some of the vocabulary may be unfamiliar to you. You should ask your tutor to read to you before you read and analyze them. Some you may want to read first. When you encounter a word or phrase you don't know, first try to understand it from the context. See if you can get the overall sense of the passage before going back to study it more closely.

Use these readings to improve your ability to understand and speak Kpelle by applying the self-study techniques you have found effective.

Afterward, to continue your study, you should:

1. Obtain materials from the Literacy Center in Totota. Many of the readings in this section have been excerpted from booklets they publish at nominal cost. (A partial list of materials available in 1980 is appended.) Subscribe to the weekly newspaper they publish as well.
2. Solicit stories, tales, conversation, etc. and record them on tape. Then use these tapes for listening practice, writing practice (through transcription) and then as you would any text.
3. Most important, use your Kpelle. You will make mistakes, misunderstand, or not understand at all from time to time. It is less important than trying. Only practice will improve your skill. Most speakers of Kpelle will be understanding and want to help you.

Nɛnîi káa ɓé. Gáa ɛerei mu. Gáa tíi kêi. Gáa leyi yîlii. Nɛnîi káa ɓá yîlii. Gáa ɓá yîlii da láo. Ǹáoi neêi. Sua da kiyêŋ káa ǹáoi su. Wúlɔ káa ǹáoi ma. Nɛnîi káa neyii yîlii a ǹélɛɛ.

E kɛ̀ a yele-wala pɛpɛ. Nɛyaai di lǐ ŋbâlaŋ ŋá. Di moloŋ -kanya sìye. Di kâli sìye. Di díi kàa zinâai di gèreŋ. E kɛ̀ a ǹélɛɛ. Di lǐ gwaai sii. Di tíi kɛ̀ a gbanaŋɔɔ. Di moloŋ sî a ǹélɛɛ. Di lǐ daai su a ŋele-wulii.

Kpîri-ŋa dikáa daai su. Kpîri támaa káa daai su. Zinâai di wɛ́ɛ pà a gbîri-ŋai. Di pà a mɔlɔŋ. Di pà a gbunɔ̀ɓele. Daa-ɓelai da pai mɔlɔŋ yâi. Nûai da pai gbunɔ̀ɓelei yâi. Kpîri-ŋa da tínaa pâi. yele da tóu a pai pâi. yele da tuma-laa a pai pâi.

Nɛnii e lǐ ǹyái su. E lǐ yá kpêi. E tuma siye. E dumai lô ǹyái su. E nyɛê pɛlɛɛ lɔɔlu mɛi feerɛ sôŋ. E ńyɛɛ kéte tɔnɔ sòŋ. E lí a ǹyɛ̃ɛi daai su. Nɛnii e ǹyɛ̃ɛi da kpala. E gbéli yìli a láo.

Nalôŋ e tɛ̀ dóui su. E tɛ̀ a ŋɔgbêɣai. E tóu-ŋuŋ tɔnɔ tèe. E lì a dóui daai su. Dóui e kɛ̀ a ǹɛ́lɛɛ. Nɛnii a pai dóui ɣiliii. A pai gɛ̂i a wúlɔ. Dóui a pai wúlɔ lɛ́lɛɛ kêi. Nalôŋ a pai ŋúlɔi kɔlêi. Nalôŋ a dâla saaba wêlii ŋúlɔi mɛni ma.

Gbɛlɛɛ-kɔlɔi 2

Kpelle Reader 2, Kpelle Literacy Center, Totota, Liberia Reprinted 1977. pp. 5, 13, 15, 16, 18.

Tãi e kɛ̀ a ɣele-waai, nalôŋ da nɛnîi di dímu sìɣe di kúla daai su. Nɛnîi e lì a gbírii, nalôŋ e lì a gbêɣai. Di sèri taa tɔnɔ su, di lì gâloŋ ŋɔpérɛi lá. Zie-pɔlɔi ɲyɛɛ día, "Gâloŋ a daai su. Gáa seɣe palâi." Nalôŋ ɲyɛɛ nɛnîi ma, "See ɓɛ. I ífii tóɔ, ŋa lii gâloŋ kórii." E gâloŋ kàa zeɣe-pala-kpakii su, di dilá ti dikíe ma.

Di gâloŋ seɣɛi fe. Nalôŋ ɲyɛɛ día, "Vóloi a pâi sâa tɔôi. ŋa pai lii. Kpɛni fei, daai ŋi su koyai." Di kɛɛ lii, dunai e pù. Nɛnîi ɲyɛɛ zurôŋ ma, "Ku lí ku tɔɔ ŋúru kétɛi mu, dunai fe lâa kulókwa la." Bôŋ ɲyɛɛ ma, "Naa fe lɛ́lɛ ni, vãai a pâi ŋúrii ɓulenîi. Kú lí." Di zɛpɛ pù a damaa. Tãi di sèri daai sui, ŋálôŋ e kɛ̀ fólôi. Nalôŋ ɲyɛɛ día, "Máleŋ káa bé. Ku lí ŋɔpérɛi mu."

Tãi di kɛ̀ seê ni zíŋ ŋái, núu tɔnɔ e pà kpɔnîi día. E kɛ̀ lii a Lôba. Difeerɛ-ŋɔɔ di lì a nɛnîi berei su. Nalôŋ ɲyɛɛ mà, "Mi-ta ɓe ya siɣêi naai." Nyɛɛ ma, "ŋa siɣêi nɔɔi su Lôba téèi." Nalôŋ ɲyɛɛ mà, "Ya lii daai su?" Nyɛɛ ma, "ŋa lii naa. Ikpírii fe ŋá lí la a gɛɛ i kpóŋ inɛnîi ma." E gbírii sèe ŋûa. Dikelee di lì daai su.

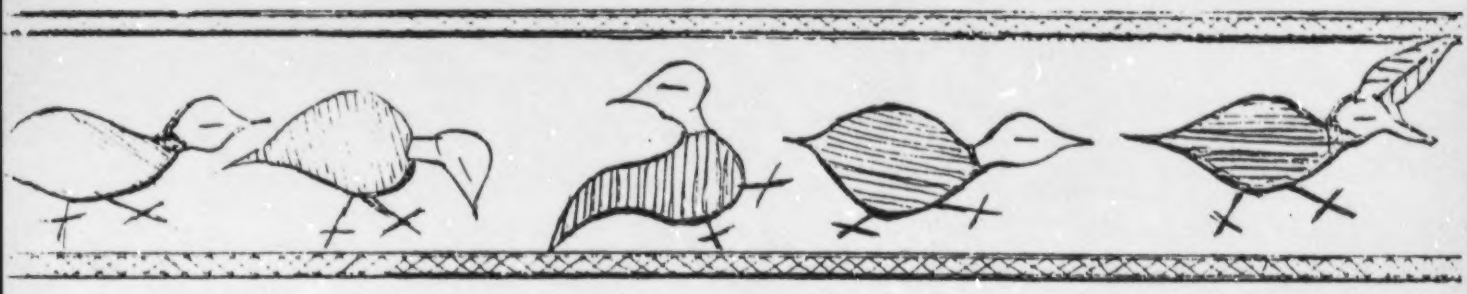
Tãi di sèri daai sui, gbuŋ-gbuŋ tau-ɓelai di kɛ̀ pêle kêi nalôŋ e yèlɛ e mɔ́ nɛnîi ma, "NÛai líi nɛêi, kpɛni fei, gâloŋ e niŋa pàa. Da pai sâa nyii pêle kêi." Nɛnîi ɲyɛɛ día, "Ku lí kú tóo día." Nya ɓe di lí ɓéi nûai di kɛ̀ bêlei kêi naai. Dia máŋ di pêle kɛ̀. Tãi gbínii e pèlɛi, nalôŋ e kɛ̀ nɛnîi ma, "Ku lí ku kuláâi kóri. Kwa tínaa lii kwaa kôya ma."

Tãi di kɛ̀ lii la berei mai, nalôŋ e kɛ̀ nɛnii ma, "Tɔɔ kpɔ ŋá pá a ŋagbânai." Nɛnii ǹyɛɛ ma, "Le-mɛni ma?" "Kpɛni fei, kwala támaa káa ŋúrii su berei mɛi. Dimaa kpuâi, fa pɔri pɔarai dia." Nɛnii fe ŋɔ́nn mɛni da kelee ɓó ni. Tãi vóloi e kpànaŋ di seri môto-perei ma. Tãi nɛnii e mòto-ŋai kàa a maa ŋuŋ, e kùla la. Nyɛɛ bôŋ ma, "Kwa nyii sâa ɓɛ́, kpaa kwa pilii môtoi su ku li Dukɔ̂ɔ?" Nyɛɛ ma, "Kwa nyii ɓɛ́."

Difɛ nyii ni a ǹɛ́lɛɛ. Kpɛni fei, nia-pɛlɛɛi da motoi diwoo e kɛ̀ têi, Di dimu siye yele e lɛ́ɛ ɓɔi. Nalôŋ ǹyɛɛ nɛnii ma, "Ifɛ yàu." Nyɛɛ ma, "ŋafɛ yàwi." Nyɛɛ ma, "Le kpɛ̃liŋ ɓe ya mòi?" Nɛnii e yèlɛ e mó ma, "ŋa yâwi. Fe tá pili ni môto su tɔnɔɔ. Tãi di pìli môtoi sui, nɛnii e ɑbirii sìye e zee gɔɔ loai. Núu támaa di kɛ̀ gélen su. Dikelee di kɛ̀ yɛlêi dikɛ́ zɛpɛ pù. Diyɛɛ môto sia-nuui ma, "Kwaa lí Dukɔ̂ɔ."

Gbɛlɛɛ-Kɔlɔi 3

Kpelle Reader 3
Kpelle Literacy Center, Totota,
Liberia, Fifth Edition, July 1966
pp. 31,34,38,39,45,46



Wúru saa-nuu lɛ́lɛɛ ká tí gáa KO--NÂ saâi ŋɔnɛnîi mɛni ma. Konâ káa a kumɔlɔŋ sia-sɛŋ. Kukône-nɛ̃yaai difa pɔri kêi ŋɛ́i pólu, berei máŋ kwii-ŋa da pá la a mɔlɔŋ sia-kɔli kulɔii su nyii a mɔlɔŋ támaa sìa tãi kpua yée mui.

Konà-wuru-ŋa dikáa mà diŋuŋ ŋá, zàa-kɔli-ŋa dikɛ́ ɓò mà diŋuŋ ŋá. Konà saa-ɓela da sɛŋ-kao sɔlɔ ɓô diyɛrɛ kɛ́ɛi su see-ŋuŋ-ŋa-nɛ̃yaa yéeî a mɔlɔŋ tée-tãi.

Nyéŋ-yeŋ su ɓe nɛ̃yâa da pɛ̀lɛ naa ya kpɛ́ɛ ma a gɛɛ di disinâai ŋá kɔ́ŋ, nyii-ŋai da nâa dikpâlaŋ ŋá-tii kɔ́ɔ pìlaŋ a màa-yaloŋ. Nɛ̃-yâai da yá kpɛ̀ dikpulu ma.

Tãi ŋí é lɛ́ɛ pâi serii, nɛ̃yâai da nàa kpɛ̀ɛ a DITUMA-ŋAI paláa. Da dituma-ŋai pàla a malêŋ da kpáleŋ. Da kpɛ̀ɛ a dumai paláa da gbáleŋ kùla zu é lɛ́ɛ nɔ a malèŋ.

Fólo-kpanaŋ-mɛni a wɔ́lɔ KÉLEE-LAA-GBA-ɓɛLɛ mɛni kpera a tãi su kôya. Núu tɛi-tɛi nɔ ɓe nii gbɛtêi.

Da kâa gbɛ̀tɛ tuna-mɛni ma da fólo.

Da kéele-laa gbaɓɛlɛ kpɛtɛ a kéele-laa, lîi da kpáleŋ.

Yée ma-fela-nuu a pɔri dɔnɔ kpɛtêi kpaa máŋ veerɛ a fólo tɔnɔ.

Kwaa kufe nìa kutûa-pere pɔlɔ-ŋai da-ni dìa nyii-ŋai dilêlɛi ku-mɛni mai.

1976 yaloŋ-kɔlɔi

1976 Handicrafts Calendar
Kpelle Literacy Center
Totota, Liberia
Book No. 21, April, May, August.

Téa káa a núu-tɛi-ŋa láa mii-sɛŋ nyii kúai a Laibia-ŋai kwa zì mii-mɛni mai. Gáa nâa a sɛŋ-kao sɔlɔ ɓó si-sɛŋ tăi ŋi su. A pɔri lêlɛi ɓɛ́i kelee kɔ́lɛ támaa fé naai. Téa-sii da-ni káa naa, si-sɛŋ kara kolo fa gàra nɔ́ ti.

Téa káa a kpɔlɔ-sɛŋ. Mɛni ma fêɛ núu é zí sûa su kɛ́tɛ su a gɛɛ gbɔlɔ é sâla a zu kɛ́tɛ.

ɓa pɔri téa sii a Dénin kpaa máŋ Manâai. ɓa zì nɔ a gáo, i gáo náaŋ pú lóa tɔnɔ su. Ǹoai kúla gie ma a kɔ́ɔ-loai lɔɔlu mɛi saaɓa.

ɓa pɔri máŋ téa sii mɔlɔŋ su ikpâlaŋ ŋá.

ɓULɛ-KWɛLɛɛ káa a ǹúu-tɛi-lɔii su si-sɛŋ lélɛɛ. Ǹêlɛi mii-mɛni ma, gɛ́ ɓò a sɛŋ-kao sɔ-lɔ ɓó sí-sɛŋ. Nyii mǎ kôya-koyai, gɔlɔ kɛ́ɛ mà sɔyɔŋ, ǹyaa ɓe ǹêlɛɛi, kpɛni fei, ǹáa toôi, kɔlɔ-fela-kolo fa zòŋ nɔ tí.

Gwɛlɛɛ-kaoi pú yâi é yɔɔ i lɛ́ɛ bûi bêe ma, à pɔ̀muŋ, í gula i zí bêe da kpɛni ma.

ɓóo-lɔii da ŋɛ̃ya-lɔii nyii nyɔôi, ǹyaa ɓé ǹêlɛi gwɛlɛɛ-sii ŋi mɛni ma.

D.D.T. pú mà kɔlɔ-fela fa laa zoŋ la.

KWIYEŋ a wála-wala támaa tèɛ núu pɔ́, gɛ́ núu káo da ǹyíŋ kpànaŋ, qɛ́ kpɔŋ-maa tèɛ nuu nɛ́i pɔ́.

Kwíyeŋ káa a mii-sɛŋ lɛ́lɛɛ, gɛ́ ɓɔ̀ ŋɔnɔ a sɛŋ-kao sɔlɔ ɓɔ́ si-sɛŋ. Kwíyeŋ nyii zu kpelêŋɔɔi, ǹyaa ɓé ǹêlɛi.

ŋɛ̃ya-lɔii da ɓóo-lɔii ɓé ǹêlɛi kwíyeŋ mɛni ma, à kɛ̀ ɓà mèi kaa kpɔ́ a ǹɛ́lɛɛ.

Zí lóa su ɣɛli ma. Gwíyeŋ-kpaai su tée-tee, i gbíniŋ i zâmai lɔ́ lóa tɛi-tɛi su, i bɔ̂rɔi pú mèi. Da sále da kɔ̀-lɛ bɛŋsiŋ kɔlɛ kwaa-ŋai ma, da ɓé i ǹyá i bú gwíyeŋ ǹáa ma. Tãi da ɓa zálei pù nɔii ma i lɛ́ɛ pai gwíyeŋ sii.

ɓà zálei pù nâa gwíyeŋ-laai ma, fêɛ lɔkuu tɔnɔ é tɛ́ɛ i lɛ́ɛ pai ǹáa da mii.

A kɛ̀ a fólo-ɣele nyaŋ ikwiyeŋ-kpalaŋ fé yá kɔlɛ, fêɛ i kɛ́ yá pûi ikwiyeŋ bee-ŋai dìa a ɣele-wala.

1974 Sí-sɛŋ sí-ɣaloŋ-kɔlɔ

1974 Vegetable Calendar
Kpelle Literacy Center
Totota, Liberia
Book No. 21, April, May, October

Nɛnîi koo-tãi

Tãi ŋi mɛni kpanaŋɔi a dámaa. Maa-tài ti ɓe nɛnîi a kê gbîŋ kpɛtɛi la gé ŋɔlôlɔŋ maa kpêŋ a gɛɛ e pá. Fêɛ nɔ nyaŋ e gbîŋ sɔŋ a ǹɛ́lɛɛ a gɛɛ e kpanaŋ sɔlɔ bó gooi su da tãi a pai kêi nôlɔŋ maa sɔlɔ bôi lai, e pɛ́lɛ tãi ma nôlɔŋ a pai kêi la ǹyéei. Nɛlêi e ké a gɔlôi ponɔɔ, ǹíi láa, ǹáa ŋɔ́nɔ la a gɛɛ ɣâla a pai gulâi mɛnii ni su nɛ́ŋkpɛrɛɛ. Zurɔŋ-ɣelei nyaŋ a kpɔŋ nɛnîi ma a gɛɛ ǹíi e láa gooi su. Nya ɓa gé tua la a ǹɛ́lɛɛ.

Nôlɔŋ gáa bɔɔlôi ɲee koei ɲíi láai, gɛ́ ɓɔɔlɔ a ɲɛ́lɛɛ, zu kpanaŋɔ ŋɔ́nɔ. A kɛ̀ nɔ a sɛŋ a gɛɛ nɛnii e tínaa kúla goo-mɛnii ŋi ɲɛ́lɛ́ɛ̂i, fɛ̂ɛ nɔ ŋɔwɛ́li-ɓelai da-ŋa di kɛ́ gɔlɛ nyii-ŋai mɛni támaa kɔ́lɔŋ e pɛ̀laŋ la koo-mɛni ma da berei núu a pɔri koo-nɛni sonii la a ɲɛ́lɛɛi. Nûai ŋi ɓe nyaŋ da goo-nɛnii ŋi mɛi kâa, di kɛ́ ɲia-woo ɓɔ̀ a gɛɛ gɛ́ li sále-pɛrɛi mu a tăi kelee. Maa fûlɔŋ-ɓela da-ŋa nyii-ŋai da mɛni lɛ̂ núu ma e pɛ̀laŋ la mɛni-ŋai ŋi mai.

Moo-Mɛni
Pregnancy by Ellen M. Moore Hopkins R.N.
Kpelle Literacy Center, Book No. 44
p. 2

Maa-Kpɛtɛ su-mɛni-ŋai

Mɛni lɛ́lɛɛ feerɛ ɓe gáa maa-kpɛtɛ su. Maa-ŋuŋ ɓa, à kɛ̀ ɓa kɛ a imaa kpɛtɛɛ, ikɔlɔ̂i ponoôi nɔ a ɣele kelee. Veerɛi ɓa, à kɛ̀ ɓà ikpɪŋ sòŋ a ǹɛ́lɛɛ, ɓa kɛ̂ a ilɛ́lɛɛ núu kelee ŋɛ́i.

Tɔɔ ku lóno é pilaŋ mɛni lɛ́lɛɛ feerɛi ŋi màa-ŋuŋ ma. À kɛ̀ kwa kukɒiŋ sòŋ a ǹɛ́lɛɛ, kukɔlɔ̂i a pôno a ǹɛ́lɛɛ ku ŋɔnɔ tûa ɣele ma a zu kôya. Nyaŋ qáa kpɔ a tɔ̃yâ a gɛɛ liɓi a pâ a kɔlɔ-fela. Liɓi ɓa; mii-sɛŋ lula, fɔ́nɔ, fɔiŋ, muluŋ, kala, da sɛŋ-sii kelee núu a bilii. Ku gɔ́lɔŋ a gɛɛ golo-ŋai da pâ a kɔlɔ-felai da ŋwɛ̀li di ké mii-sɛŋ lula su é pɛ́lɛ fɔ́iŋ ma. Ku gɔ́lɔŋ ŋɔnɔ a gɛɛ goôŋ-kolo-ŋai da sîa a gɔlɔ-fela-kolo-ŋai ŋi, da ŋwɛ̀li di diló́o kwaa liɓiɛ-ŋa dîa da kala su. Mɛni ma, à kɛ̀ kwa gwaa liɓiɛ-ŋai ma kpɛ̀tɛ, gɛ ni kwa gɔlɔ-felai da kpé.

Kwa ŋɔnɔ pá mɛnii veerɛi ma. Kwà kukpiŋ sòŋ a ǹɛ́lɛɛ, kwa lɛ̀lɛ núu ŋɛ́i. Nyaŋ i máŋ lôloŋ da káa mà-bɛrɛ liɓiɛ, ǹyíŋ kéreŋɔɔ ǹá, ife pai m̀ôi, "Nôloŋ ti lɛ́lɛ̂i kpɔ." ɓa pai m̀ôi a gɛɛ ǹôloŋ ti ǹeé fa gbiŋ sòŋ a ǹɛ́lɛɛ. Kpaa máŋ à kɛ̀ ɓa nɛnî da kàa mà-seɣe liɓiɛ, gɔlɔ-kuŋ nyɔmɔɔ, ife pai ŋwɛ̀lii ka m̀aa-nɛnii ká zɛpɛ mu gie ma. Kpaa máŋ ɓà nalôŋ da kaa bɛrɛ-saa liɓiɛ kɛ́ ɓò mà, ve ta wɔlɔ ŋwàa ni a tãi su kôya, ife pai m̀ôi a gɛɛ mà kpɛ-tɛ́ɛ̂i.

On Cleanliness

Kpelle Literacy Center
Totota, Liberia September, 1964
Book No. 152, p. 1

Gwatarai maa kɔ̃ɔ mɛni

Mɛni da-ŋa dikáa fîle ni naa a ɑɛɛ ku m̀ó e pilaŋ lóŋ mɛi káa mɛni ma. Mɛni-ŋai ŋi ɓa, nôloŋ nyĭi mɛni, dôŋsu mɛni, ɑoi kpála mɛni, ŋuŋ pili mɛni, da ǹá-pala mɛni.

Nyii mɛni. ŋáloŋ maa-ŋuŋ-ŋai yée mu, maa nɛêi a ɑɛɛ ǹôloŋ e nyĭi a dámaa. Nyĭi lélɛ́êi maa mɛni ma. Kpɛni fei, nyii ɓa ǹôloŋ kêtɛ a maa-felaa. Nɔ̂kuui maa-ŋuŋ-ŋai su, máŋ ɑwâtarai a kɛ̀ kêtɛi, va ŋɔ́nɔ nyĭi a dámaa a fólo. Nôloŋ a nâa kɛ̀ a yáloŋ lɔ́ɔlu mɛida-loŋ, a nyĭi feerɛ kpaa máŋ saaɓa fólo tɔnɔ ma. Tãi da a kɛ̀ nyii a ŋuŋ.

Nɛ́lɛ́ɛ̂i a gɛɛ i tɛ̂nɛ sɛ̂lɛŋ ilɔ̀lɔŋ ŋɔ-gbiŋ mɛi a kpíni. Ya walaa nyiŋi kɛ́, ŋina ŋina-ŋa da pai gbelêi a gbínii. Nyiŋi a ǹɔ̀lɔŋ kɔ̀lɛ a dámaa. I gɔ́lɔŋ a gɛɛ ŋina-ŋina a núu kpèle gɛ́ ni maa-nuui ti a kɔlɔ-fela sìye. A nìi kɔlɔ fãa-maa à gwàtarai sôŋ gáa kpɔ a mɛni kpanaŋɔ ǹɔ̀lɔŋ mɛni ma, kpɛni fei, a ǹɔ̀lɔŋ ŋamai kàra gbonôi. Mɛnii ŋi ɓe tɛ̂nɛ mɛnii lɛ́lɛ́ɛ̂i la ǹɔ̀lɔŋ mɛni ma. Kpɛni fei, tɛ̂nɛi a ŋ̂ina-ŋina-ŋai kpɛ́ ma a gɛɛ difɛ gbele. Ya támaa su, lɔ̂lɔŋ a kɔlɔ-fela támaa kùla naa. À kɛ̀ da kɛ̀ nyii kpâlaŋ ŋá nyaŋ gêrei da nyii mu gbâlaŋ ŋái, ve lɛ́lɛ ni, gɛ ni ŋ̂ina-ŋina-ŋai da kula ǹyái ti su di pá ǹɔ̀lɔŋ kpelêi.

<u>Dôŋsu mɛni</u>. Mɛnii dɔnɔi gɔ̃ɔ-lee—ŋai da pɔri dikíli ŋá siâi mai, nya ɓa ŋwâtarai tôŋsu mɛni. Ku gàa a gɛɛ ǹɔ̀lɔŋ tôŋsu káa a kɔlɔ-fela. Mɛnii ŋi kwa zu kulâi yâi, gáa a mɛni lɛ́lɛɛ. Gwâtarai ŋuŋ-kau ŋá kɔlêi gìei náaŋ. Dinaaŋɔ dikɔyâŋɔi dôŋsu. Da kɛ̀ pai ǹɔ̀lɔŋ maa sɔlɔ ɓôi, ŋuŋ a kɛ̀ a gɛ́tɛ kpɔ a dámaa ŋula mɛni ma, Mɛnii ŋi ɓe yala e ǹɔ̀lɔŋ ŋuŋ su kɛ̀ la ti a gɛɛ da kɛ̀ pai maa sɔlɔ ɓôi, ǹaa fe kɛ̀ a gbanaŋɔ. A kɛ̀ da ǹɔ̀lɔŋ maa sɔlɔ ɓô, ǹaa da-lɔŋ à kɛ̀ ti, gɛ ni ŋuŋ a pai kpɛtɛ̂i yɛ̂ɛ berei maa nɛɛ̂i e kpɛtɛ lai. Kɛ́lɛ maa fe nɛɛ ni a gɛɛ ká ǹɔ̀lɔŋ ŋuŋ kpɛtɛ káa kpiŋ. Ka ɓó ma yâla ɓe pai gbɛtɛ̂i. Nɔ̂lɔŋ à kɛ̀ kɛ̂tɛi, ŋuŋ-kau-ŋai da pai seêi dikie-ni lá. Gwâtarai a gbàa kɛ́ a kóraŋ tɔnɔ-lɔŋ, gɛ ni gáu-ŋai da kɛ́ zu tɔnɔɔ.

Nyiŋi a nâa pɔri ǹɛ̂i yá a gɛɛ ǹɔ̀lɔŋ tôŋsu pilie káa a kɔlɔ-fela. Dôŋsu káa nɔ yɛ̂ɛ berei yâla e ǹɔ̀lɔŋ tôŋsu kpètɛ lai, a gɛɛ ŋuŋ a pɔri ɓɔɔlɔi a gɛɛ tárɛ e kɛ́ ǹyéeì, kɛ́lɛ nyaŋ ŋuŋ- kau a kûro-te a gɛɛ di màa sɔlɔ ɓó a ǹɛ́lɛɛ.

Da mò a gɛɛ dôŋsu mɛnii káa a mɛni lɛ́lɛɛ. E máŋ kɛ́ ti, kpiŋ da yâu mɛnii ŋi ma le mɛni su? Nyiŋi ŋá-káâi fe kpanaŋ ni. Ya kwâtara támaa káa gɛ́ sàa dôŋsu e lɛ́ɛ pai pîlanii gîe lá. Mɛni ma ka mò kâa nyiŋi ɓe ǹɔ̀lɔŋ paa. Kɛ́lɛ ǹɔ̀lɔŋ tôŋsu fe e pá baa. Nɔ̂lɔŋ yée fe kpanaŋ ni e tɛ́ɛgɔlɔ-felai ma. Mɛni ma a kɛ̀ ǹee fe mɛi káa ni a ǹɛ́lɛɛ e lɛ́ɛ zu ŋina-ŋinai e gbele, kpaa máŋ ve ǹyái mɛi káa ni a ǹɛ́lɛɛ, nyiŋi a ŋɔlɔ̂lɔŋ kɛ̀ e kɔ́lɛ, e sáa.

Kɛ́lɛ zaai ŋɔkélai nɔ ɓa ŋɔlɔ-felai. Kɔlɔ-fela a núu kɛ́tɛ kpiŋ soŋ. DôŋSu-woloi fa pɔri kɛ̂i a saa-kɔlɔ-fela.

Gɔlɔ-felai à gɛ̀ ǹôloŋ tôŋsu e tóo a maa-felaa. A kɛ ǹôloŋ toŋsu a kɛ toòi a maa-felaa gɛ ni gáa kɔlɛi.

Kwâtara Mɛi-kaa Pere

Child Care, Book 1
Kpelle Literacy Center
Totota, Liberia, December 1959
Book No. 69, pp. 17, 18, 19

Gboma-nɛnii

Kpóma-nɛni tɔnɔ ɓé wɔ́lɔ kɛ̀naa, màrâai da kâa kɛ̀ ǹáa ɓɔ́i ŋɔtaai su. Mɛnii ŋi è kɛ̀ mà a lii-sɛlɛŋ. Kɛ́lɛ pere fe ké ni naa a gɛɛ é lóŋ sɔlɔ ɓó. Da ŋɔsurôŋ di yìliŋ nɔii su gwaa kelee a gɛɛ sále ké-ɓela di kpɔŋ-maa tɛɛ ɓó. Kɛ́lɛ núu da fe pɔri ni kpɔnii mà.

Nɛnii è kɛ̀ lii-sɛlɛŋ su a kóraŋ tá-maa, é lɛ́ɛ zu é kpála kpɔ yêɛ ǹyaa ɓé è kɛ̀ kôlɛi. A kâa kɛ̀ nɔ ǹyaa tɔnɔ ŋuŋ ma. Kpɛni fei, à kɛ̀ màrâai sáma, da kɛ̂ nɔ yɛ́lɛ-maa kulâi zu, kpaa máŋ dikɛ́ di-nia-pɛlɛɛi maa-mɛni ɓò nɛ́i. Nva ɓe nɛnii è kɛ̀ nâa pɔlôi, ǹíi ké nâa sɛ̀lɛŋ, kpɛni fei, ŋɔlóŋ káa-tãi è nâa kɛ̀ tɛɛ̂i. Níi-sɛlɛŋ è ŋuŋ su kɛ̀ ma é bili wolâ su, ɓɛ́i ŋwana-lɔɔ-sua támaa di kɛ̀ naai. ŋɔsurɔ̀ŋ da daa-ɓelai di ɓòo a màa-mɛni. Daa-kaloŋ è kpàkolo náaŋ pɛ̀lɛ ŋɔsurɔ̀ŋ ma a gɛɛ di gɔ́ri. Nyaŋ di fólo támaa kɛ̀ nɔɔi su, difɛ gáa ni.

Gboma-nɛnii

The Barren Woman by
Wilton Sankawulo
Kpelle Literacy Center
Totota, Liberia, April, 1969
Book No. 169, p.1

Pâra-Mɔlɔŋ Si-Pɛrɛ

Bâra-mɔlɔŋ -mɛnii ɓôi gɔlɔi ŋi sui, bîlaŋɔɔi mɔlɔŋ ma da zi a diyée ʋêe kpua ŋá kpɛtɛɛ-ŋa ŋa pâra sui. Nyaŋ da m̀aa-bee ŋi tòli a ŋii-kpiniŋ. Pâra mɔlɔŋ-tii ŋá kɔlêi a kpîniŋ-ŋa gie-ni kɔlɛ. Da pɔri gbîniŋ-ŋai ŋi sii a tăi tɔnɔ, kpaa máŋ a tăi da kpɛni-ŋa, yàɛ berei nɔ dii ké-ɓelai dikáa lai.

Gáa a lia-woo a gɛɛ pâra mɔlɔŋ-tii ké-nuu é ɑɔ́ɔ pîlaŋ a kpîniŋ feerɛ kpɛa máŋ saaɓa é lɛ́ɛ la zu é pâra mɔlɔŋ-tii ké-tare támaa kɔ́lɔŋ. Tăi nâa pâra mɔlɔŋ-ʈii ké-nuu a gé-pere kɔ̀lɔŋ la gé mɔlɔŋ sɔlɔ ɓô zui, a pɔri nâa ŋɔtîi su kètɛi. Lɔii ŋɔêka kpura kpaa máŋ êka tɔnɔ a pɔri gula kêi núu-suu tɔnɔ mɛni ma.

Núu a mɔlɔŋ sî pâra su, a pɔri mɔlɔŋ sîi gwaa tɔnɔi ti ma a kóraŋ kelee é tɛ́ɛ la sîŋ-ŋa ma. Núu fa kwaa nina ɓò é wúru nina pɔŋ a kóraŋ kelee yêɛ sîŋ-ŋa-tii. À kɛ̀ ɓà ipâra-tii sòŋ a ǹɛ́lɛɛ, ɓa pɔri mɔlɔŋ sîi naa feerɛ kóraŋ tɔnɔ su. Bâra-tii ké-nuui a pɔri ŋɔtîi mɛni kpɛtêi é zu kɛ́tɛ a gɛɛ é mɔlɔŋ támaa tée naa.

## Bârai Nyii Nɛlɛi Mɔlɔŋ Si-Mɛni Mãi

Da pɔri pâra-tii kɛ̂i kwaa seee ma ɓɛ́i da pɔri yá tɛ̂i naa dii-kpiniŋ-ŋai su di ŋɔmɔ gula disui. Fɛ̂ɛ di gɛ́ yá kɔlɛ nyii a pɔri yá tɛɛ̂i dii pɔ́ a tãi kelee góraŋ sui. Nyaŋ yá ɓe mɛ̀ni kpanaŋɔɔi, nyaŋ fɛ̂ɛ é kɛ́ naa pâra-mɔlɔŋ-tii kɛ́-mɛni su. Fɛ̂ɛ nɔ yá é kɛ́ naa a tãi kelee nyii nyii núu a pɔri gbâlai é ŋɔmɔ dɛ́ naa pôlui. Pâra-tɛi da ɓóo-para kpɔlu di lɛ́lɛ̂i pâra-mɔlɔŋ-tii kɛ́-mɛni ma. ɓóo-kole da ŋɛ̃ya-ɓoo fe lɛ́lɛ ni pâra-mɔlɔŋ mɛni ma.

Pâra-Mɔlɔŋ Si-Pɛrɛ

Swamp Rice Farming by
Erwin Anderson
Kpelle Literacy Center
Totota, Liberia, May 1968
Book No. 168, pp. 1,2

## Ka gɔlɔŋ

A Gɛɛ Afeleka-lɔii su gwaa támaa ma, nûa dikáa nàa dikpíŋ nyɛ̃ɛ ŋá konii.

A Gɛɛ pere káa naa nûa da pɔri di-kpɔ́ɔi-nyɛ̃ɛ sɔlɔ ɓôi la a vii-kpɛɛ, sɛŋ-kao támaa kɔlɛ mɛni fe ma.

A Gɛɛ Laibia kwii-ŋai dikáa a kpâlaŋ ŋá-tii ké-ɓelai kwáa ma kaa di-kelee diyéei a gɛɛ di nyɛ̀ɛ ŋá kɔ́ŋ naa.

A Gɛɛ núu a pɔri nyɛ̃ɛ pãŋ 1,000 ŋá konii lɔii êka tɔnɔ ma kóraŋ tɔnɔ yée mu.

Nyɛ̃ɛ-poa káa a ya-banaŋ nyii núu a gbɛ-tɛ a pôrɔ tɛi. Núu a ǹvái yɪ̀ri a bôrɔ tɛi ɓéi ǹaa kuro téêi, a sɛŋ dɔnɔ kpiŋ fe tɛ̀ɛi. Nyaŋ da pɔri ǹyɛ̃ɛ-poa pɛlɛ-pɛlɛɛi dámaa kpɛtêi a mɛ̀la náaŋ. Nyɛ̀ɛ-poa káa nɔ a kwaa ma ɓéi ǹaa kpɛtêi a gɛɛ yá a pɔri kêi naa a tãi su kôyai.

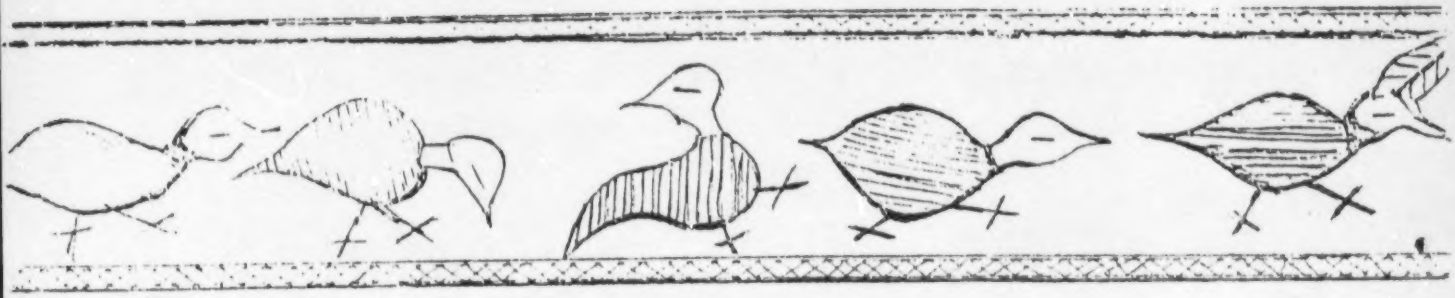
Nyai a kula dunai su a pû nɔii ma gɛ́ yèŋ ǹyéei kwarai. Nyái ŋi a pû ǹyɛ̃ɛ-poai su. Nyɛ̃ɛ-poai su-yai da-ni da kûla máŋ ǹyá pɛlɛɛ-ŋai su da ǹya-ŋai da kula nɔii mu bâra-ŋai sui. Nyá-pɛlɛɛi kwa kunyɛ̃ɛ-poa-ŋai kpɛ̀tɛ dîai da kpôŋ kua ǹyá mɛnii su.

Nyɛɛi da bu nyɛɛ-poai sui a pai kulâi Sûakoko Gɔmɛnɛ-kpalaŋ mɛi-nuu kɛ́tɛi yéei. Nya ɓe pai nyɛ̃ɛ-ŋai tɛêi kapɔ a gɛɛ ká dipu ǹyɛ̃ɛ-poai su, tãi ka kpɛ̀ɛ la ma, di pá di ǹaa káai. Da ǹyɛ̃ɛ-ŋai ŋi tɛ̀ɛ núu pɔ kpɛni kpɛni. A kɛ̀ pere fe iyéei a gɛɛ i lí dikanai i pá a dia, da pâ a dia ipɔ inyɛ̃ɛ-poai lá.

Nyɛɛ-ŋai láa-mii-sɛŋ ɓa kwiyeŋ-laa, ma-naŋ-laa, gɪliŋ-laa ŋ́liŋ-lonii, mɔlɔŋ-fũa, mɔlɔŋda mii-sɛŋ pɛlɛ-pɛlɛɛ támaa. Berei nɔ ya inyɛ̃ɛi ŋá kɔ̀ŋ lai, bere nɔ ɓe da ɓôlɔ la. Nyɛ̃ɛ-sale púɔ ǹvái su a gɛ̀ ŋɔnɔ ǹyɛ̃ɛ-ŋai di táma.

Ka Nyɛ̃ɛ-poa Tɔɔ

Build a Fishpond
Kpelle Literacy Center
Totota, Liberia, August 1961
Book No. 104, pp. 1,2,3



Berei ka kakalo pu la bêe mai.

Ka kakakaloi pu bêe ma a yálon 6 si-sɛn si-tăi e lɛ́ɛ pai serii.

Gwaai ma kɔrii-pere ká ni:

Ka kakíli ná sía mɛni-nai ni dia:

1. Gwaai ma é ké a nàa mɛi ponoɔ, zu kulaa lɔɔ ma da wuru-na.
2. Dii kêi fe kè a gôya kâa.
3. Nàa é ké a nɛyɛ́ɛ yá ma.
4. Ka kamɛi káa a gɛɛ gwaai ma é ké a gɔ́ɔ kuláa mu a yele kelee, yá puɔɔ naa fa la gɛ́ la pâra e sée naa.
5. Ka nɔii siye ɓɛ́i yá a tê̂ɛ naa a nɛ̀lɛɛi.
6. Gɛɛ tii nina ma lɛ́leɛ̂i, kpaa mán kponɔ pɔlɔ nyii dife tá tíi ké ni mà a zu kôyai.
7. Nyan fê̂ɛ naa é ké a gôya, téɛ-na ɓoli-na da ɓoi-na dia.

Kakalo Si-Pere

How to Plant Cacao
Kpelle Literacy Center
Totota, Liberia, June 1961
Book No. 101, p. 1

Bere-pɔlɔi

Gwii mɛnii kɛ́ɛ ve nií kɛ̀ pá ni gbɛlɛɛ-lɔii sui, nɔii mɛnii ŋá kɔlêi kɛ̀ bere-sii ŋi su. Goyaŋ-pere-ŋai daa-ŋai loai wɔ́lɔwɔlɔ nûai ɓe di gbɛtɛ. Nyiŋi su kulâi ɓa a gɛɛ nɔii daai kɔlɛ goyaŋ-perei su-perei, gáa a daai pɔ́ɔ. Nyiŋi su kulâi ɓa a gɛɛ daa-ɓelai ɓe dipɔ́ɔ ɓa nɔii nyii ŋá kɔlêi gɔ́li-ŋai dîa daai sui. Gɔ́li-kaloŋ nyaŋ ɓe bɔ́ɔ e kɛ̀ a nɔii ti. A nii núu da a kâa kɛ̀ ŋwêlii a tíi kɛ́-lɔɔ, fêɛ e gɔ́li-kaloŋ marê kɛ́ nɔii mɛni ma. A nii dii kɛ́-nuui ŋi a kpɛ̀ɛ a ŋɔmɔlɔŋ téɛɛ, nɔii a kâa lì pôlu ǹúui pɔ́ díi kɛ́-nuui e nɔii kùla ǹyéeì.

Lɔii támaa e kɛ̀ naa, mɛni ɓe nyii nûai da kâa ŋwèlii, ǹya nɔ ɓe da kâa ziye di tíi kɛ́ ma.

Le mɛni ɓe bere- pɔlɔi maa e fàleŋ lai.

Gwii mɛnii páa nɔii su da gɔmɛnɛ wala-walai, kwa nâa pere-nina káa.

Le ɓe fɛɛ ku kumaa fáleŋ? Fêɛ ku kumaa fáleŋ, kpɛni fei, naa su fe nàa kôya ni a gɛɛ lɔii támaa fe pai kêi naa núuị kelee mɛni ma nɔii ŋi sui.

A nìi nûa feerɛ nyii-ŋai dife dikie-ɲi wɛ́li nii, da kɛ̀ lɔii-kpûa tɔnɔ wêlii, sóoŋ a tôo diloai. Nyaŋ gáa a sɛŋ fêɛ di mɛnii ŋi kpɛtɛ. Gáa a mɛni-lɛlɛɛ di núui lɛ́ nyii nɔii káa a bɔ́ɔi. Gɔmɛnɛi káa tuɛ-pere káâi a gɛɛ ɣele da a pai serîi nûa da pai kêi kôi lɔii mɛni ma. Mɛnii ŋi ɓe Gɔmɛnɛi a nâa pɛlɛ lɔii nâmu kêi la ma. A gɛɛ wɔ́lɔ-wɔlɔ da núu da à pà e lɔii-kpûa da maa mɛni ɓó nyɛɛi, "ŋa ŋwêlii a nɔii-kpuai ŋi", ya pai pɔrii môi ǹa yêɛi, "ŋalɔii ká ŋi. Ya pai pɔrii tíi kêi ma à kɛ̀ ŋa fàa ma." Kɔlɔ a pai kêi iyéeì, doɔ́ gɔmɛnɛi ŋɔwalawalai mɛni ma, gɛ́ ŋónɔ ǹɛ a gɛɛ ya ipɔ́ɔ ɓa nɔii. Lóno da kelee fe pai kêi kalcai ka ǹúui ti à nìi ikɔlɔi Gɔmɛnɛi e dɛ̀ɛ ipɔ́i zãâi.

Lɔii Ya-pere

How to Buy Land
Kpelle Literacy Center
Totota, Liberia, July 1959
Book No. 56, Pp. 2,3,4

ŋelai ŋá kɔŋ-pere

Nyaŋ fêɛ ŋela-ŋai di tuma-laa ŋunu da ya-nina sɔlɔ bó a ɣele-wala kelee da ɣe-le-wulii kelee. Da kwiyeŋ-laa mìi da manaŋ-laa, kɔɓa-kulɔ, da tuma-laa da kpɛ-ni-ŋa.

Zãâi ŋi máŋ da kɛ̀ naa núu kɛ́ zumo gɛ́ dɛ̀ɛ dipɔ, da ɓɔ̀lɔ a maa félaa:

1. ɓá-ɣiliɛ da wulɔ-kpɔlu.
2. Gbai ɓéla-ɓelaa puɔ mɔlɔŋ su.
3. Gwii-ŋai ditɛ́ɛ-kɔnɔŋ, à kɛ̀ nyii gáa a gáoi da káa naa.

Nɛ́lɛɛ̂i ŋɔnɔ a gɛɛ di delâŋ tɛɛ ŋela-ŋai pɔ a tãi tɛi-tɛi da tóu, kwiyeŋ é pɛ́lɛ manaŋ ɣílíɛ ma. Nɛ̀lɛɛ̂i di kpolo-liyeŋ da tɛɛ dipɔ tãi da tɔnɔɔ kpaa máŋ feerɛ lɔkuu tɔnɔ su.

ŋela-ŋai dikoo káa dîai, da nyii-ŋai da dikáa a ninai, diwɔ mii-sɛŋ é táma é tɛ́ɛ ŋela kpɛni-ŋai diwɔi ma.

Nyaŋ kpíni ɓé ŋela-ŋai da dilâa mìi la dikɛ́ dikɒ̀le a dámaa.

Fêɛ ŋela-ŋai dikpɒ̀le sɛŋ-foloi da dilâa mii-sɛŋ-foloi dikɛ́ a dima kpɛtɛ́ɛ a tãi kelee a gɛɛ dife kɔ̀lɛ dikoi-pere.

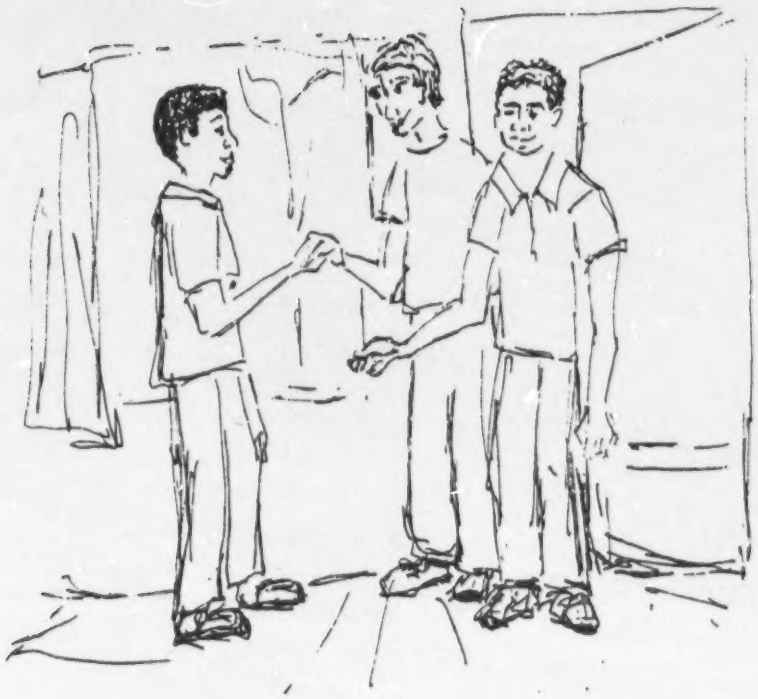
ŋela Tɔɔ-Mɛni

Rabbit Raising
Kpelle Literacy Center
Toto-taa, Liberia, October 1964
Book No. 153, p. 5

Bɔlɔi ŋá pâi ŋɛɛ ŋi é pilaŋ la fólo da yáloŋ dia. Fólo é wólɔ sia seye é li pɔ naa nyɛɛ ma, yáloŋ ŋá pa i naâ káa. yáloŋ nyɛɛ ma, owei see. Mvá mu a gɛ́ɛ i pá iñaa káa. Di kɛ́ɛ see-ni a zu-koya, yáloŋ é fólo marè-kɛ nyɛɛ ma, fólo ku mèni nyaŋ ḿvé ta i káa ni ɓɛ. yáloŋ é mò fólo ma nyɛɛ, mɛni da káa ŋgoi ǹya ɓe ŋá pá la ɓɛ. Le méni ɓe i pá la? Fólo e marè-kɛ. yáloŋ e mò fólo ma nyɛɛ, ŋá pa a gɛ́ɛ ku ku-kie-ni lóŋ mii. Ǹya ɓe fólo é mò ma nyɛɛ ŋá fáa. Kɛ́lɛ gbɛɛ ɓe kwa pâi ǹóŋ mii fúlɔi? Ǹva ɓe fólo e mò yáloŋ ma nyɛɛ, ŋá pâi i pɔ́ naa ku ilóŋ mii ku lɛɛ pai ŋɔi lóŋ mii. Ǹya ɓe yáloŋ è mà nyɛɛ, m̀m̀, mɛni yá nói ti ŋá lɛɛ pá fáa mà ḿvé fáa ti mà. Ku iló ŋ mii ku lɛɛ pá ŋɔi mii tinâa ǹya ɓe di fólo ŋɔlóŋ mii. Fólo è mò yáloŋ ma nyɛɛ, ŋá tinaa so-ɓôi i pérɛi lá a gɛɛ ku i lóŋ mii.

Tãi ɣele è bɔ lái fólo e li ɣáloŋ pɔ́ naa a gɛ́ɛ di ńóŋ mii. Kɛ́lɛ, ɣáloŋ e ma nyɛɛ, li i tinaa pá. Kpɛni fei m̀vé ni ŋgbiŋ kpɛ́tɛ ni a gɛ́ɛ ku ńóŋ mii. À gɛ̀ yá tinaa pá kwa pái ńóŋ mii. Ǹya be fólo é mò ma nyɛɛ. O, m̀vé ŋwɛ́lii ŋá tinaa pá pôlu. Ye ǹɛɛ naa ŋa nyii bɛ ɣele é bɔ ku iloŋ mii. Ǹyá be ɣáloŋ e mò ma nyɛɛ, m̀ḿ i maa nɛ̃ɛ i nyii bɛ, kɛ́lɛ pere fe zu kpɛni fei ŋɔ̃aŋ káa pá ŋgɔ́ɔ mɛi. Yá kpiŋ i gɔlɔŋ a gɛ́ɛ ŋá pɛ́rɛi mu fe kɛ́tɛ ti. Ye li pôlu i tinaa pá a gɛ́ɛ ku ńóŋ mii. Ǹya be fólo e li pôlu e pa a bôlu ma ɣele. Nyɛɛ ɣáloŋ, ŋaâ pá. Ǹya be ɣáloŋ e mò ma nyɛɛ, fólo ifii fá kpɛɛ? Ǹya di lɛɛ zu fólo fii e kpɛɛ é li vé ŋɔnɔ pa ti pôlu. Zeŋ ká ti wɔlɔ ɣáloŋ káa la ǹyée, nyii kwa dóli a pɛmɛ̂nɛ-kau. Mɛni-pɔlɔ nyii pilaŋ fólo da ɣáloŋ gbɛɛ ŋa ká ti.

G. Shadrich Woah-tee
July, 1980



Mɛni-Póloi

Kâloŋ feerɛ ɓe wɔlɔ kɛ naa nuu tɔnɔ e ké yéɛ Dûkɔɔ. Maraâ-nuui ké ɓo yéɛ Gbaŋa. Nyíŋi má kâloŋ ké yéɛ Dûkɔɔ, e loŋ nɛni kaa. Nóŋ-nɛni-ŋi e kɛ a daliɛ kpɔŋ a ŋanaa. Nya ɓe e mò nâŋ ma nyɛ̃ɛ, à ŋ̀wêlii é surồŋ kúla nyii pâi kêi a dàliɛ yéɛ ǹyaa. Nya ɓe gâloŋ ǹyii ké yéɛ Gbaŋai ŋɔloŋ-surɔŋ e mò nyɛ̃ɛ, à ŋ̀wêlii e nɛnii kula nyii pâi kêi a daliɛ yɛ̀ɛ ǹyaa.

Ǹya ɓe e ké a ɣele tɔnɔ ta. Gâloŋ nyii ké yéɛ Gbaŋai e mò nóŋ-surɔŋ má pá kuli náo nâa kaâ. Di kɛ́ɛ lii di kúla taa loŋ tɔnɔ da su nyii núu da e saa naa. Nûai diké wɔ́lɔi a dámaa. Nyà ɓe surồŋ-loŋ ŋi e ǹaŋ marê-kɛ, nyɛɛ mà, núui ti da zaa-wɔlɔ-kɛi ti é ɓaa kpaa maŋ vé saa ti? Nyàŋ nâŋ lii è wăna mà, nyɛɛ mà, ife Bóko marê-kɛ kɛ̀ a ńyaa.

Gèɛ da seri gâloŋ ɒ́ naai, surôŋ-loi è mò ǹàŋ má a gɛɛ é ɓo di yá téɛ bó e qbéle. Nɛni-loi kéɛ pai a nyài, surɔŋ-loi è ŋɔnɔ ǹâŋ marê-kɛ nyɛɛ mai, nyai ti da pai lâi gáa gɔêi su kpaa maŋ gɔêi káa nyài su? Nya ɓe ǹáŋ-lii è ŋɔnɔ wãna wãna nyɛɛ ńâo, lólɔŋ ŋí a ɓóko marê-kɛ támaa kɛ. E ŋɔnɔ da ké a ńyaa berei su nyɛɛ ńâi, núui da zaa-wɔlɔ-kɛi ti e saa kpaa maŋ vè saa ni?

Nyà ɓe nɛni-lo e mò gâloŋ má nyɛɛ, vè ɓoko marê-ké kɛ ti. Núui é saa kpaa vè saa ni sukulâi ɓa núui ti zaai kɛ tii nàa e saa kpaa vè saa ti. Kpɛni fe núu a saa, kélɛ, nàa fá saa. Marê-kɛi e gè nyɛɛ, nyài káa gɔêi su kpaa vè zuí, zukalâi ɓa nèniì ikế ŋa pâi dɛɛ pɔi yà ɓe kpaa yà fe?

Gèɛ naa nɛni-lo ŋi a zaŋ-maie-kɛ-ŋai ŋi sukulâi, gâloŋ feere di dikili-ŋa sia e pilaŋ la dilonii-woo ma, diɛ dia, maa-nɛ̃ɛ nɔ ká kakiɛ-ni kúla a surôŋ da nɛ́ni.

Nyà be e lɛ́ɛ zu nia-pɛlɛɛ ŋi kpaya-kpaya. Gâloŋ nyii ké Dûkɔɔi é ǹoŋ-nɛni seye e zee kpɔ ŋɔpérɛi qbɛɛ-ŋa ŋelei su. E tela ŋɔyila sire-kétɛi seye e gé a mɛi-káa-sɛŋ-fulu.

Nya ɓe tãi lo-naaŋ ŋi è gbǐŋ kpétɛ la a gɛ́ɛ é pa nɛni-lo naa kaâi, e taaŋ fũaŋ yá wãna-lɔɔ nɛni-pɔlɔ ké naa mèni ma. E sua yá yila sire-kɛtêi maa mɛni ma.

Tãi e seri la gâloŋ ŋɔkorâŋ lai, e taâŋ fũaŋ seye e dèɛ nɛni pɔlɔi pɔ. E tɛɛ è li é zuai tóo yilai mì. E téɛ é li nɛni-lo pó naa. Nya ɓe è mò nɛni-lo mà a gɛɛ a ǹwêli. Nɛnii e fáa mà.

Tãi diké la zu, nûai támaa lii e wãna a gɛ́ɛ le ɓe ké lólɔŋ kɛɛ-ti a nɛni lɛ́lɛɛ kúla diyéei. Nya ɓe maa-kili-tee a gɛ́ɛ di baa. Di nɛyɛ̃ŋ di li nɔɔi su a gɛ́ɛ di baa. Nya ɓe è mò dia nyɛɛ, ká lɛ́ɛ pâi ḿbaai, ká nɛɛ naa ŋá ŋanɛni yili-ɓá mii. Nya ɓe è mò nùui tɔnɔ ma á gɛɛ e li e mò ŋɔnɛni ma é ɓá-kpala yili e dɛɛ. A ŋili e tɛɛ-yaloŋ tɔnɔ lɔ zama, e wúlɔ tináŋ mà, é mina too zu

è dɛɛ. Nya ɓe tãi nɛni e wóre-woo mɛni lai, è gɔlɔŋ a gɛɛ imɛni da aà kúla nɔɔi su. Nyà ɓe è mo ǹâŋ ma a gɛɛ e măsoŋ-ŋa téɛ nɔɔi su di surɔ̀ŋ-kula-yéei ké. Kpɛni fei dɛ̀ɛ-ɣaloŋ, wúlɔi da má Sukúlai ɓa, gaa kpɔŋ Sama nɔɔi su. è mò ǹâŋ ma é măsoŋ-ŋa tɛɛ mì a gɛɛ dikula-yéei ké.

Nyà ɓe gâloŋ e nûa téɛ digula-yéei kɛ a maa-felaai di pa la. Nyaŋ e kɛ ti a maa-felaa. Âa kpɛ̀ɛ.

Matthew Woahtee
May, 1980

## KPELLE READING MATERIALS

Kpelle Literacy Center
Lutheran Church
Monrovia, Liberia

Gbɛlɛɛ-kɔlɔi ? (Third reader)
Kukɔlɔi a pono lɛ́ŋ? (How to keep healthy)
ŋ̱álɔŋ-kɔlɔi (Annual Kpelle calendar)
Koo-mɛni (Pregnancy)
Nuu kpono (Hygiene)
Lɔii ya-pere (How to buy land)
Kwâtare mɛi-kaa pere (Child care)
Koo da kwâtara sɔŋ-pere (Pregnancy and baby care)
Sɛŋ-kao kɔlɛ-pere (How to use money)
Kpɛlɛɛ mɛni pɔlɔ-na (Kpelle fables)
Kakao si-pere (How to plant cacao)
Ka nyɛ́ɛ-poa tɔɔ (Build a fishpond)
Seɣe sɔlɔ-nuu (The tailor)
Maa kpɛtɛ su-mɛni-ŋai (On cleanliness)
ɓ̱oi tɔɔ-pere (Profitable pig raising)
Tɛ́ɛ tɔɔ-pere (Chicken raising)
Pâramɔlɔŋ si-pere (Swamp rice farming)
Gboma-nɛnii (The barren woman)
Fûama mɛni-pɔlɔi (Short history of Fuama chiefdom)
Laibia maa mɛni pɔlɔi (History of Liberia)